



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

**A report on**

**Cylch Meithrin Morfa Rhianedd**

**Y Caban, Ysgol Morfa Rhianedd  
Ffordd Cwm  
Llandudno  
Conwy  
LL30 1EG**

**Date of inspection: May 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 Morfa Rhianedd

Name of setting	Cylch Meithrin Morfa Rhianedd
Category of care provided	Sessional
Registered person(s)	Gwennan Griffith & Rachel Huws
Responsible individual (if applicable)	
Person in charge	Catherine Charles & Isabella Leonard
Number of places	26
Age range of children	2 - 4
Number of 3 and 4 year old children	31
Number of children funded for early education	6
Opening days / times	Monday – Friday 8.45am – 11am and 11.30am – 2.45pm
Flying Start service	Yes
Language of the setting	Welsh and English
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 2019
Date of previous Estyn inspection	March 2016
Date(s) of this/these inspection visit(s)	17/05/2023

## Summary

<b>Theme</b>	<b>Rating</b>
<b>Well-being</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

R1 Ensure that practitioners' assessments and planning respond fully to every child's learning needs

R2 Improve opportunities for children to learn about their locality

## What happens next

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

## Main findings

### Well-being: Good

All children have a strong voice and they express their opinion regularly. For example, some children choose to cook in the mud kitchen, others dig in the sand area or paint skilfully with brushes after mixing colours. They move confidently around the room, from one activity to another, and help themselves to resources in boxes and drawers purposefully. Children know that their feelings are considered carefully by adults. For example, when they feel sad, they are comforted by practitioners. Almost all children are familiar with the daily routine and are occupied by the activities offered to them. For example, on arrival, children self-register by placing their picture on the attendance chart.

Almost all children feel happy in the setting and have settled down well there. Most of them settle quickly on arrival and leave their parents or carers comfortably. They smile on arrival and the very few who are uncertain relax quickly after being comforted by practitioners. Almost all children demonstrate a fondness towards the practitioners, approaching them for attention happily and comfortably. Most children develop sound relationships with other children. For example, they take turns sending cars down the garage ramp. Children show pride in their work, for example when showing a tree made from dough to practitioners.

Almost all children make independent choices about their activities and who to play with. They make relevant choices in line with their interests. Almost all of them start activities independently without encouragement from practitioners, for example when

trying to put on fancy dress for role play. Almost all of them are keen to play with their peers, and they instruct each other, for example, when pouring water down the pipes. Almost all children show respect and sensitivity to each other's feelings, particularly when taking turns.

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 room and in the outdoor area. Most children develop appropriate independence and self-help skills. They lead their play, selecting activities and fulfilling tasks when role playing, doing craft work and playing in the sand. Many can meet their personal needs by going to the toilet, putting on their coats and helping with the cups and plates during snack time.

**Learning (only applies to three and 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 was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

**Care and development: Good**

Practitioners provide good care and support for children and they have a very close and natural relationship with them. They know the children very well and respect their interests, preferences and personal needs. For example, they respond sensitively to children who choose not to participate in an activity. Practitioners encourage children to pick and choose their own resources, indoors and outdoors.

Practitioners implement appropriate policies to promote healthy lifestyles and they promote children's health and well-being effectively. They ensure that children bring a healthy snack, such as a piece of fruit, with them from home and they offer milk and water to drink. 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. All practitioners have an up to date first aid certificate. They ensure that accident records, with all the relevant details, are completed fully and share these with parents and carers.

Practitioners develop a warm relationship with 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 talking sensibly with each other, without too much intervention. All practitioners use positive language with children regularly, promoting good behaviour and supporting children effectively. Practitioners make good decisions about when to take a step back and observe the play closely, and when to intervene intelligently and ask open-ended questions in order to challenge children. They aren't afraid to let children make mistakes.

Practitioners provide effective opportunities for children to develop understanding of their Welshness and the wider world. They promote and learn how to treat people

from all cultures respectfully by learning about their customs and traditions. Practitioners use the Welsh language enthusiastically and regularly in activities and when chatting naturally with children.

Practitioners make proactive use of services and partnerships to provide purposeful support and effective provision for children, including those 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' teaching supports children to develop a wide range of good skills, which has a powerful impact on their learning. Practitioners' enthusiastic encouragement motivates children to work together diligently and to experiment confidently while playing. For example, practitioners encourage children to smell vegetables, feel the texture of broccoli and describe jungle animals while completing a jigsaw. Consequently, most children develop as increasingly independent learners.

Practitioners intervene effectively during children's play. They encourage children to learn through a range of practical challenges, such as using water to move a duck from one end of the trough to the other. They focus on providing engaging activities both indoors and outdoors that enable children to take risks and develop their skills. For example, they challenge children to mix mud in order to create cakes in the outdoor kitchen.

Practitioners make suitable plans and the new procedures for planning to follow children's interests and suggestions are developing appropriately. Practitioners constantly discuss with children how to develop their work further while playing. They integrate these regular discussions into their assessments satisfactorily to try to plan the next steps in individual children's learning. However, practitioners do not use the information effectively enough to target individuals' true needs.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills. They question children intelligently as they make marks with paint and chalk and encourage children to describe characters from books in detail. They challenge children to improve their numeracy skills by explaining the properties of shapes and counting and arranging teddies according to colour using tongs. In addition, they provide constant opportunities to improve children's early digital skills, by using educational apps on electronic tablets and mobile phones to talk with each other.

Practitioners ensure that children develop strong physical skills. They encourage them to take steps and balance on a path of tyres, and to climb and slide on adventure equipment, such as the pirate ship. They provide good creative activities such as using recycled goods to create vehicles. In addition, they encourage children to paint and make prints with vegetables and dress up as different characters while arranging the crockery in the home area.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating Saint David's Day, discussing the history

of Saint Dwynwen and studying Welsh castles. In addition, they celebrate diversity effectively by taking part in particular festivals, such as the Chinese New Year, and creating lanterns to celebrate Diwali.

Practitioners provide useful information about children's achievements to their parents and carers on social media, verbally and through progress booklets.

### **Environment: Good**

The environment is safe and secure, enriching and provides valuable opportunities for children both inside and outside the building. Written assessments outline the action taken to minimise or prevent risks to children. Leaders keep records of all the children, staff and visitors, ensure that the main doors are kept locked, and implement a secure system for controlling access to the premises. Leaders ensure that the building's maintenance records are up to date.

Practitioners ensure that the play areas are interesting, attractive and colourful. By displaying photographs of children undertaking activities and some examples of children's work on the walls of the room, practitioners create a sense of pride and belonging in the children, and a welcoming atmosphere for everyone who visits the setting.

The quality of the environment offers good opportunities for children to play and learn. There are suitable toilet facilities which respect children's privacy. The doors leading from the main room to the outdoor area are kept open throughout the session and as a result, children can choose where to play as they wish. The outdoor area enables children to develop their physical, creative and investigative skills well. For example, children enjoy using the equipment to look for bugs. The furniture, equipment, toys and resources are appropriate and of a good standard, and they are maintained carefully. Practitioners keep resources at a low level to enable children to choose independently and follow their individual interests effectively. Consequently, children are used to fetching and returning equipment to the appropriate places.

Practitioners follow effective procedures to keep the environment and the equipment clean and in an appropriate condition. They ensure that children are supervised closely in a safe environment. Leaders ensure that children's privacy is respected successfully while they use the toilet and when changing nappies.

### **Leadership and management: Good**

Leaders have a clear vision which ensures that practitioners work together enthusiastically to provide interesting activities, which promote children's learning successfully. The setting has sound leadership strategies and leaders focus well on improving the provision and children's outcomes.

Leaders plan ahead intelligently to provide purposeful and interesting equipment and resources. They offer loyal and pastoral care, creating a sense of belonging among children and adults. As a result, this positive atmosphere encourages children to try their best consistently when playing and learning.

Leaders and practitioners work together effectively as a team. Practitioners are keen to improve their practice for the benefit of the children, and they listen carefully to suggestions made by leaders and officers from the support agencies. There are regular arrangements in place to evaluate performance, and leaders supervise and evaluate practitioners' work thoroughly. In addition, they ensure that safe recruitment practices are followed correctly.

Leaders set sensible expectations for themselves and practitioners in order to maintain high standards. They identify the setting's strengths and matters for improvement correctly, using consistent self-evaluation procedures. The appropriate targets for improvement, informed by their regular evaluations, are reliable. For example, they have recently focused on better following children's interests in the learning areas. As a result, leaders focus on introducing ongoing improvements to strengthen the setting's practices.

Leaders ensure full consideration is given to the views of everyone associated with the setting. They conduct useful discussions with all stakeholders, such as support agencies, to improve the provision and children's experiences. For example, they listen carefully to support officers in relation to developing planning practices and how to assess children's achievements. In addition, they respond meaningfully to suggestions made by parents and carers, providing pictures of children's activities on secure social media.

Leaders have recently resumed local partnerships to provide additional experiences for children. For example, a dental hygienist visits the setting and parents attend to decorate biscuits with their children. In addition, the productive relationship with the school prepares children for the next step in their education effectively. However, opportunities for children to learn about their surroundings and locality are limited.

Resources are well-allocated by leaders. They use the budget and grants effectively and prioritise expenditure purposefully against the setting's targets. For example, they finance various resources wisely, such as equipment for water experiments and digital resources such as cameras and electronic tablets. Leaders ensure that a range of relevant training is available for practitioners, which improves their teaching practice and expertise to support and care for children.



## 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](http://www.estyn.gov.wales))

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

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