



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

**A report on**

**Cylch Meithrin Parcyrhun**

**Parcyrhun Primary School  
Villiers Road  
Ammanford  
Carmarthenshire  
SA18 3HB**

**Date of inspection: October 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 Parcyrhun

Name of setting	Cylch Meithrin Parcyrhun
Category of care provided	Full Day Care
Registered person(s)	Helen Palmer
Responsible individual (if applicable)	
Person in charge	Helen Palmer
Number of places	16
Age range of children	2-3 years
Number of 3 and 4 year old children	6
Number of children funded for early education	3
Opening days / times	Monday to Friday 08:30 – 14:00
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use the service.
Date of previous CIW inspection	30.06.2022
Date of previous Estyn inspection	June 2015
Date(s) of this/these inspection visit(s)	11/10/2023

## 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 Align the approaches used by practitioners to develop the children's confidence to speak Welsh while playing
- R2 Provide enhanced opportunities for children to develop all their skills in the outdoor area

## What happens next

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

## Main findings

### Well-being: Good

Most children are happy and enjoy playing and learning. They interact well with practitioners and visitors. They are eager to talk to adults and almost all of them play happily with their friends. Most children express their feelings confidently. For example, they share their feelings during registration every morning.

Most children make effective choices and decisions about who to play with and where. For example, they move between activities confidently following their personal preferences, such as cooking in the role-play area or making marks on the 'Autumn' theme board. Most children demonstrate perseverance in their play and learning by using resources which occupy them for long periods.

Most children arrive at the setting feeling happy, full of life and excited to enjoy the day's experiences. Almost all children are happy and comfortable in the care of the practitioners. Most children understand the setting's procedures and know that they must wash their hands ready for snack time after tidying up.

Most children understand the setting's behavioural rules and adhere to them well. Almost all children communicate courteously with other children, practitioners and visitors. They share resources with support and encouragement from adults. They learn how to wait their turn patiently. For example, they wait their turn to use the guitar, in order to dance with their friends.

Most children have good independence skills. They wash their hands effectively and can put on their wet-weather clothes, with only minimal support from practitioners. They show pride when they do this and receive praise from practitioners. In addition, they pour milk and water and choose from a selection of foods to make a wrap during snack time. Almost all children play well together and enjoy each other's company when socialising and engaging in activities.

Most children enjoy learning new skills as they experiment with a wide range of interesting play opportunities, both indoors and outdoors. Most children take pride in the fact that their craft work is displayed on display boards. This creates a feeling and a sense of self-worth and belonging amongst the children.

**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 follow thorough and sound systems to ensure the children's health and safety. They have a very good understanding of their responsibilities and provide opportunities for children to develop according to their age and ability. They keep good records of concerns, accidents and incidents. All practitioners have up to date child protection training which is useful when discussing any problems or concerns that arise. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

All practitioners have current first aid and food hygiene certificates, which ensures a sound understanding of the processes to follow. Hygiene procedures and practices are effective and practitioners encourage the children to wash their hands independently at appropriate times.

Practitioners model respectful and kind behaviour effectively, setting clear expectations for the children. They have a wonderful relationship with the children in their care. The behaviour management policy is well-implemented and practitioners speak sensibly in ways that the children understand. For example, practitioners remind children that they must use 'dwylo caredig/kind hands' in the setting.

Practitioners have a good knowledge of every child's needs and preferences. They collect useful information from parents when they register their children. Practitioners plan individual activities for each child according to their individual stage of development and they act as key workers for specific groups of children. As a result, they are aware of the next steps in every child's development and take effective action in relation to the next steps in children's individual learning journeys.

Practitioners promote the children's understanding of the importance of treating people of all cultural backgrounds with respect and tolerance. They develop their understanding of festivals such as Holi, Diwali and St David's Day successfully.

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

Practitioners' sensible teaching methods encourage the children to play together purposefully, which has a positive impact on their knowledge and understanding. They motivate the children to develop a wide range of useful skills. Practitioners provide engaging activities that enable the children to take risks and develop their investigative skills well. For example, they challenge the children to decorate pumpkins with happy and sad faces and to paint creatures such as colourful snakes.

Practitioners intervene effectively during activities and encourage the children skilfully to experiment when playing. They talk naturally with the children about how to develop their ideas. Consequently, most children develop as confident and independent learners. For example, practitioners challenge the children to fill cylinders with rice and use magnifying glasses to discuss the features of different insects.

Practitioners deliver a wide and balanced curriculum. They consider the children's interests and follow their suggestions, for example, arranging a walk to the local shop to buy groceries. They plan together well to stimulate the children's learning through a variety of practical challenges, such as matching shapes with specific boxes. They discuss the children's progress carefully and consider the next steps in their learning purposefully.

Practitioners plan interesting opportunities to develop the children's literacy and numeracy skills and expand their understanding by questioning them intelligently during play. This is done as the children make marks on a clipboard when they count vegetables in the home area, and as they sort and count mushrooms and pinecones in the nature area. In addition, they provide consistent and regular opportunities to improve the children's early digital skills by using electronic tablets, mobile phones and cameras. However, they do not always encourage the children to try to respond in Welsh, in order to develop their understanding of the language and their confidence.

Practitioners ensure that the children develop their physical skills successfully through opportunities to dance and wave ribbons and balance while performing yoga moves. They provide effective creative activities such as encouraging the children to create their own rhythms using a tambourine, drums and a guitar. In addition, practitioners challenge the children to mix paint in order to create different colour and to build high structures like builders. However, practitioners do not provide sufficient opportunities for children to develop all their skills effectively in the outdoor area.

Practitioners develop the children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating Saint David's Day and discussing the history of the local twrch trwyth sculpture. In addition, they celebrate diversity successfully by studying the customs of the Chinese New Year and Diwali and reading books on multicultural issues and disability.

The practitioners provide valuable information for parents and carers about the children's achievements. They do so via social media, verbal discussions and termly progress reports.

## **Environment: Good**

Practitioners are very aware of health and safety issues. For example, they ensure that visitors do not enter the Cylch unless admitted by a member of school staff.

Practitioners supervise children closely during sessions to ensure their safety. They ensure the children's safety by implementing a range of clear and comprehensive policies. They undertake effective risk assessments, which include going for a walk in the local area and going to the local playing field.

Leaders respond promptly to issues regarding the children's safety and to any incident that arises. For example, they monitor and conduct regular fire drills to ensure that the children are familiar with the arrangements to follow for evacuating the building in an emergency. Practitioners maintain a register for every child that attends sessions and keep detailed records of when they sign in and out. Practitioner numbers usually exceed the expectations within the standards and as a result, the children are supervised effectively.

The learning environment and the play areas are of a high quality. They provide valuable opportunities for children to work together and communicate both indoors and outdoors. Practitioners ensure that the play environment, equipment, toys and resources are stimulating and suitable for the children. This enables the children to make effective decisions about their learning.

Practitioners focus on creating a natural environment in order to create a close and homely atmosphere. They ensure that resources engage and occupy the children effectively. The resources are kept at a practical level for the children so that they can access them easily. The setting is neat and attractive and is well-maintained. The furniture, equipment, toys and resources are of good quality and accessible to allow the children to make independent choices. The setting's toilet and nappy-changing facilities are clean and their use reinforces the children's independence skills successfully.

Practitioners use displays purposefully to ensure that children develop a sense of belonging. For example, practitioners display pictures of the children playing in the different areas of the provision to celebrate their efforts and successes.

## **Leadership and management: Good**

The leader ensures that effective processes are in place which focus directly on making regular improvements to the provision and the daily procedures. In addition, the setting follows safe, robust and timely recruitment processes.

The leader works effectively with the hard-working practitioners to provide interesting experiences for the children. Their purposeful vision ensures a comprehensive provision which focuses firmly on improving the children's learning and maintaining their well-being. Practitioners provide careful pastoral support, comforting the children in a kind manner and praising their successes enthusiastically. Each practitioner encourages the children to do their best through engaging challenges and supportive encouragement.

Good self-evaluation and improvement planning procedures have a positive impact on the setting's practice. They focus purposefully on making improvements. The registered person, who leads the setting, and the practitioners are a united team. They work together conscientiously and listen carefully to suggestions made by officers from support agencies. The leader has consistent arrangements for monitoring the setting's practice. She works successfully with the practitioners to identify the provision's strengths and areas for improvement. These procedures lead to a focus on developing specific aspects such as improving the children's problem solving skills.

The leader ensures full consideration is given to the views of everyone associated with the setting. They conduct purposeful discussions with all stakeholders, such as parents and carers, Mudiad Meithrin and the local authority, to improve the provision and the children's experiences. For example, they listen carefully to support officers in relation to developing planning practices in order to better follow the children's interests. In addition, they act sensibly on suggestions made by parents and carers, for example, making greater use of social media to share information about the Cylch's events and activities.

The leader allocates resources wisely. She ensures that there are enough qualified practitioners and enables them to attend useful training to support the children's learning. The use made of the budget and grant funding prioritises expenditure against the setting's targets well. The leaders' positive and sincere attitudes promote exciting and educational experiences for the children. This is done by funding valuable resources, such as digital resources and stimulating equipment for the learning areas, such as light boards and metal detectors.

The setting has a range of strong partnerships and these links support the setting by providing engaging opportunities for the children to learn about their area. For example, they visit the local shop to buy groceries and go on trips to nearby parks to learn about nature. In addition, the setting has a productive relationship with the school which prepares the children for the next step in their education effectively.



## 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