



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

A report on

**Cylch Meithrin Llangadog
Ysgol Llangadog
Heol Myddfai
Llangadog
Carmarthen
SA19 9HP**

Date of inspection: January 2022

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

This report is also available in Welsh.

About Cylch Meithrin Llangadog

Name of setting	Cylch Meithrin Llangadog
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Dafydd Morgan
Person in charge	Delyth Rees Lowri Revitt
Number of places	27
Age range of children	2-4
Number of children funded for up to two terms	10
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 08:00 – 18:00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is working towards providing the Welsh language 'Active Offer' and intends to become a bilingual service or shows a significant effort in promoting the use of the Welsh language and culture.
Date of previous CIW inspection	01/09/2019
Date of previous Estyn inspection	01/02/2012

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Dates of this inspection visit(s)	25/01/2022
Additional information	
<p>Cylch Meithrin Llangadog moved to its new site in June 2021. The setting has been newly registered. A minority of children come from Welsh-speaking homes.</p>	

Non-compliance

We advised the provider that improvements are needed in relation to the following regulations, and that these must be addressed to meet the legal requirements in full.

Priority Action Notice

We respond to non-compliance with regulations when poor outcomes for people, and/or a risk to people's wellbeing, are identified by issuing a Priority Action Notice(s). Providers must take urgent steps to address this and make improvements.

When a provider fails to take priority action by the target date, we may escalate the issues to an Improvement and Enforcement Panel.

Regulation 28: Suitability of Workers: The responsible individual does not comply with this regulation as he has not ensured that essential checks have been completed on practitioners before they start at the service.

Areas for Improvement

When we find cases of non-compliance with the regulations but no direct or significant risk is identified to those who use the service, we identify these as Areas for Improvement.

We expect the provider to take steps to rectify this and we will follow-up these actions in the next inspection. When the provider has failed to make the necessary improvements, we will escalate the issue by issuing a Priority Action Notice.

Regulation 20: Safeguarding: The responsible individual does not provide appropriately for care, education and supervision.

Regulation 31: Provision of information: The responsible individual has not informed CIW about specific events under this regulation.

Recommendations

- R1 Provide regular opportunities for children to have a say in their activities in all areas of the learning environment
- R2 Provide rich learning experiences that support children to develop their skills purposefully over time
- R3 Improve and develop leaders' role in setting a strategic direction for the setting
- R4 Address the issues of non-compliance that were identified during the inspection

What happens next

Her Majesty's Chief Inspector of Estyn and the Chief Inspector of Care Inspectorate Wales are of the opinion that focused improvement is required in relation to this setting. The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and/or CIW will monitor the setting's progress.

Main findings

Wellbeing:

Nearly all children are happy and develop a sense of belonging successfully. The majority of children are beginning to become confident and independent while taking off their coats and pouring water or milk into their cups. Most are beginning to develop strong relationships with their friends and practitioners, for example by sitting next to a practitioner during snack time and enjoying the experience greatly.

Most children are beginning to become familiar with the daily routine. For example, during snack time, around half of the children place their cups and plates in an empty bowl once they have finished. On the whole, nearly all children cope well with being away from their parents as appropriate daily transition periods acknowledge their individual needs. Most children are content and express their enjoyment in their free play, for example when greeting and welcoming a character from a popular television programme.

Children have a sufficient say when making choices and many choose confidently which drink they would like at snack time. They also develop their skills in making beneficial decisions, for example when choosing what they would like to do during long periods of free play. However, children do not play an active part in their own learning. For example, most children enjoy singing songs and nursery rhymes, but do not get an occasional choice of what songs they would like to sing during circle time.

On the whole, most children participate and treat property and adults with respect. They follow the rules and are willing to share with others, for example by sharing a toy with another child when they ask for it. However, a minority of children do not always listen obediently to instructions; for example, children go to the outdoor classroom without listening to a practitioner's instructions.

Nearly all children develop their physical skills effectively when enjoying experiences on the equipment that is provided for them in the outdoor classroom. Many climb the wall confidently and interact appropriately by responding to practitioners outdoors.

Nearly all children show an interest in their free play. They are given an adequate choice of free play opportunities in the indoor and outdoor classrooms and take advantage of opportunities to relax during quiet time.

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

The majority of children make appropriate progress in line with their age and ability during their time at the setting. On the whole, their personal, social and emotional skills develop consistently over time. They develop their skills effectively to become individuals who treat each other and adults with respect.

The majority of children develop their language, literacy and communication skills suitably, often in activities that are led by an adult. On the whole, they develop their listening skills appropriately by responding to practitioners' instructions and by

listening to familiar stories in the reading area. Around half of the children develop vocabulary and syntactical patterns appropriately, for example by using simple adjectives to describe the Gruffalo. They talk appropriately to each other and adults when building a bridge, by using prepositions such as 'ar ben' ('on') and 'o dan' ('under') appropriately when discussing the location of the vehicles that are travelling along it. However, a majority do not develop their ability to develop vocabulary and patterns effectively enough by talking spontaneously about their learning experiences. A minority of children make suitable progress in developing their early reading and writing skills by using chalk to make marks. However, a minority of more able children do not make enough progress in their Welsh communication skills without consistent instruction and guidance from an adult.

The majority of children choose and use mathematical resources appropriately when solving practical problems, for example by identifying and placing two-dimensional shapes in their correct places when completing a jigsaw. A minority develop their problem-solving skills suitably by applying their mathematics skills in the outdoor classroom. For example, they fill buckets with sand and discuss how much more or less sand they will need to balance the scales. A majority of children apply their information and communication technology skills skilfully when handling money and using the till in the Healthy Eating Café. A minority of children do not develop their language and communication skills or their mathematics and number skills consistently enough in rich experiences that encourage them to learn with increasing independence, particularly in the outdoor environment.

A majority of children develop their physical skills skilfully, particularly when using resources in the outdoor classroom. They reach high and persevere tenaciously when holding the ropes to climb the wall. The children succeed in adapting the placement of their hands and feet effectively when climbing to experiment with different ways of reaching the top of the wall. However, most children do not develop their skills to experiment curiously when exploring new ideas in order to deepen their understanding and knowledge in different themes. As a result, they do not develop their language and communication skills, in addition to their wider independent learning skills, soundly enough while interacting spontaneously when learning with their friends.

Care and development:

The setting's arrangements for safeguarding children do not meet requirements and are a cause for concern. The setting does not have a robust and safe recruitment process and the responsible individual does not ensure that all essential checks are completed before practitioners begin working with the children.

Although the setting has adequate arrangements for supervising children, practitioners do not always ensure that they keep a close and effective enough eye on play in the outdoor classroom. For example, practitioners do not always position themselves near the climbing wall to supervise and support the children adequately. Practitioners hold and record fire drills, but this does not happen regularly enough to ensure that children and practitioners are familiar with the procedure in the new building. Although there are recent clear improvements in children's attendance records, practitioners do not always record the details fully enough.

Nearly all practitioners ensure that the children are settled and happy. They ensure that nearly all children settle quickly and provide adequate play experiences for them. Practitioners model positive, respectful and caring interactions and develop appropriate relationships with the children and know them well. Although practitioners have basic knowledge of child development and interact appropriately, they do not take advantage of opportunities to develop children's understanding and skills effectively enough.

Nearly all practitioners have a suitable understanding of the positive behaviour management policy. However, they do not always implement it wholly effectively, for example by giving the children clear instructions.

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

The leader plans suitable learning activities for the children, which motivates them to learn as appropriate. Plans identify skills that the children are developing and outline learning activities that nurture these skills. The leader is supported consistently by the manager and practitioners by providing different ideas about activities that are more stimulating in engaging and holding the children's interest. They are beginning to develop specific learning areas, such as purposeful areas for children to develop their understanding of different aspects, for example by preparing and serving nutritious food in the Healthy Eating Café. The eco garden on the school grounds is used suitably as an occasional means of extending children's understanding of the importance of respecting and caring for the environment. On the whole, learning activities in the outdoor classroom are not planned purposefully enough to support children to apply their skills across the areas of learning. Children are also not given purposeful enough opportunities to contribute independently to activities that are provided for them. This hinders their enthusiasm and their ability to take ownership of their own learning.

Practitioners provide suitable learning and play experiences and opportunities while developing children's skills in different contexts. For example, they provide a heart hunt for the children in the eco garden as part of the St Dwynwen's Day celebrations. Children are given suitable opportunities to apply their creative skills by designing and creating their own hearts and develop their fine motor skills by using pliers to pick up colourful decorations to decorate them. Practitioners model mathematical vocabulary and language regularly by encouraging children to describe different sized hearts. They develop children's number skills relevantly by matching the number of spots on hearts to specific numbers by using mathematical resources to support them effectively. However, practitioners do not provide learning experiences that are challenging enough by supporting children to build on their knowledge and understanding and develop their skills over time. As a result, children are not always given extensive enough opportunities to support them to achieve to the best of their ability, particularly those who are more able.

Practitioners are effective language models and feed vocabulary and syntactical patterns regularly, for example by singing familiar songs with the children. They use the area's dialect wholly naturally when supporting children in their learning which, in turn, enriches their language development. Practitioners support children to use suitable vocabulary and patterns, for example by using puppets of various colours in

the reading area. This supports children's listening and speaking skills appropriately and supports them to deepen their moral and social understanding by treating all children and adults with respect. However, practitioners do not question the children probing enough while encouraging them to speak with increasing independence. On the whole, practitioners do not have high enough expectations when developing the children's language and communication skills.

As practitioners observe children developing their skills in learning experiences through play, they are beginning to intervene in a timely and sensitive manner to support children to make progress. Although practitioners have a suitable understanding of the development of children's skills, they do not use this knowledge effectively enough to provide activities that support children to make constructive progress over time.

Environment:

The setting is located in a new extension on the site of the village school. Managers provide a reasonably homely environment for children and work together to ensure that the site is clean and secure. On the whole, they ensure that safety checks are in place at the site. For example, they check that the gate is closed in the outdoor classroom and an electronic system for locking the main door is implemented effectively.

Essential visitors have easy access to the building and the setting has good arrangements in place to reduce the risk of Covid-19, for example by disinfecting equipment thoroughly. Before essential visitors are given access, they conduct a risk assessment and ask all visitors to disinfect their hands and sign the visitors book. They keep cleaning records on a daily basis.

Managers implement robust arrangements to ensure that children leave the building safely with a parent or carer who is known to them.

Managers and practitioners complete adequate generic risk assessments and practitioners complete a risk checklist for each area on a daily basis. However, managers are not always proactive in identifying new risks in a timely enough manner to reduce the potential risks to children. For example, managers realised the potential risks of the plastic boxes in the outdoor area and removed them after an accident occurred.

Managers ensure an adequate variety of clean and appropriate good quality resources for the children and they are well-maintained. Although the outdoor classroom includes a good variety of equipment, such as a climbing wall and climbing frame, a mathematics area, a mud kitchen and a stage, practitioners do not use the garden to its full potential or take full advantage of these resources when planning learning and play experiences for the children. This limits opportunities to stimulate the children and develop their skills across the areas of learning.

On the whole, a number of resources are stored out of the children's reach in the main room. As a result, a majority of the areas do not provide regular and extensive enough opportunities for children to develop their independent skills in full. The

environment also does not provide purposeful opportunities for children to explore skilfully while applying their skills in learning themes that are of interest to them.

Leadership and management:

On the whole, leadership arrangements are unclear and ineffective. The leader and manager fulfil their leadership duties appropriately and the children's wellbeing and care are priorities for them. However, the responsible individual does not support leaders to implement their vision actively and coherently enough. In addition, the arrangements for running the provision from day to day do not have a robust enough effect on teaching and learning. This hinders practitioners' ability to develop the provision purposefully enough on its new site.

The leader and manager evaluate and review the quality of provision suitably as they aim to enrich the experience of the child. They identify aspects for development and act on them appropriately, for example by ordering resources to develop the outdoor classroom. However, monitoring and evaluation arrangements are not robust enough. As a result, they do not prioritise aspects for development or take timely enough action when supporting children to make progress in their learning.

On the whole, leaders do not report to the responsible individual on the strategic direction or developments to provision effectively enough. The responsible individual does not attend formal meetings frequently enough, which means that he does not have a detailed enough knowledge of the setting's performance. This hinders the ability of leaders and practitioners to act on improvement arrangements effectively enough.

Leaders support practitioners to work together as effective team members when providing care and education for the children. They are beginning to encourage practitioners to contribute to provision regularly, for example by identifying ideas for learning activities on the theme of space. This has a positive effect on the confidence of all practitioners to participate increasingly proactively in developing children's learning experiences further. Recent professional learning opportunities are beginning to support practitioners to deepen their knowledge of specific aspects of teaching and learning, and the wider curriculum, for example while adapting provision by following children's learning pathways. On the whole, practitioners use suitable resources to meet children's learning needs and order new ones by spending grant funding prudently. Practitioners are beginning to develop areas in the indoor and outdoor classrooms by trying to motivate and stimulate children to learn in stimulating learning environments.

Leaders do not provide the Care Inspectorate Wales with information about staffing changes.

Members of the management committee organise social activities by promoting the provision in the local community and fundraise successfully to support teaching and learning, for example by organising a Christmas fair. Members suggest practical ideas to leaders when developing communication arrangements with parents further, for example by providing a simple means of sharing information about their children's learning experience and progress more frequently.

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)

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

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