

A report on
Cylch Meithrin Talsarnau

**Neuadd Gymunedol
Talsarnau
LL47 6TA**

Date of inspection: May 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 Talsarnau

Name of setting	Cylch Meithrin Talsarnau
Category of care provided	Sessional day care
Registered person(s)	Meinir Jones
Responsible individual (if applicable)	
Person in charge	Sonia Wyn Jones
Number of places	16
Age range of children	Two and a half to four years old
Number of children funded for up to two terms	4
Number of children funded for up to five terms	1
Opening days / times	09:00 to 13:00 Monday to Friday during term time
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, or who may use the service, in terms of the Welsh language and culture.
Date of previous CIW inspection	July 2018
Date of previous Estyn inspection	June 2014
Dates of this inspection visit(s)	24/05/2022

Additional information

All children either speak Welsh or hear Welsh at home.

Non-compliance

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the registered person.

Recommendations

R1 Ensure that all the setting's policies are fully up to date

What happens next

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

Main findings

Well-being:

Nearly all children are happy, enthusiastic and confident on arrival at the setting. They make choices according to their interests and, as a result, develop good independent skills. For example, on arrival, they go straight to choose their favourite area and engage meaningfully with the activity. They are keen to share their experiences during group sessions and are confident that practitioners will show an interest in what they have to share. Nearly all children express an opinion about their learning and play very confidently. A notable example of this is the valuable opportunities that children have to share their ideas and wishes for planning the learning areas.

Nearly all children settle very quickly and feel extremely safe in their environment. They have developed a very close relationship with practitioners and are willing to talk informally with visitors. They greet each other in a friendly manner and immediately go and play together happily in the areas. Nearly all are familiar with the daily arrangements and comply intelligently with the procedures, which creates security for them when coping with new experiences.

Nearly all children realise that they are valued by the practitioners and, as a result, they have the confidence to try new things. For example, they smile happily and show pride after being praised by practitioners for using sawing and hammering equipment effectively. They are completely comfortable in drawing a practitioner's attention to ask a question, share resources or ask for support. Nearly all children develop a very positive relationship with their friends. During snack time, they wait their turn to pour their drink and talk and laugh happily. Nearly all children have exceptionally good independent skills. For example, they wash their hands, take off their coats, organise their bags and go to the toilet confidently.

Nearly all children move from one activity to the next excitedly and choose activities that stimulate them. For example, they make ice-cream in the mud kitchen and search for materials to use as various ingredients. Nearly all are enthusiastic when learning new skills and experiment with a variety of interesting play opportunities. They are keen to join in and contribute during circle time and are proud of their achievements. Nearly all enjoy visiting the forest and are proud of the vegetables and herbs that they grow. They set the table for snack time neatly by using real crockery and use a lamp to light the playhouse.

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:

Practitioners follow rigorous and robust procedures to ensure children's health and safety. They keep appropriate records of any accidents, medication and relevant information. Practitioners promote good habits in terms of ensuring that children stay healthy by promoting healthy foods and encouraging children to wash their hands regularly. They implement thorough cleaning and risk-assessment systems and complete daily checks effectively to identify and reduce risks. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Nearly all practitioners have a sound understanding of child protection procedures and are fully aware of their responsibilities.

Practitioners develop a warm relationship with the children by treating them with care and respect. They praise children frequently, which has a positive effect on developing their self-confidence and understanding of respecting each other. All practitioners use positive language with the children, which also promotes positive behaviour and supports children to manage their choices effectively. They talk purposefully with the children and take advantage of opportunities to feed new Welsh vocabulary.

There is a very close relationship between practitioners and children. They know the children exceptionally well and respect their wishes and preferences. They plan to pursue children's interests actively and effectively. For example, they respond to some children's requests to build a bug hotel and the wishes of others to discuss the features of dinosaurs.

Practitioners question the children effectively and, as a result, develop children's skills effectively. They are sensitive to children who choose not to engage with specific tasks by letting them choose their own path. Practitioners attend courses to support any children with additional learning needs to ensure that they have up-to-date knowledge to deal with individuals' needs. For example, this includes planning the learning pathway for individual children's progress.

Practitioners promote children's understanding of the importance of treating people from all cultural backgrounds with respect and tolerance effectively. They develop their understanding of celebrations such as Diwali and of traditional dress from various countries. Practitioners ensure that children have a beneficial understanding of sustainability and recycling by providing them with real-life experiences. They provide various recycling facilities and children use these independently during art activities and in the construction area.

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

The practitioners' stimulating teaching methods encourage children to work together effectively, which has a positive effect on their learning and cognitive skills. As a result, they stimulate the children to develop a wide range of skills successfully. Practitioners provide interesting activities, which enable children to take risks and develop their knowledge and understanding purposefully. For example, they challenge children to build adventure trails with tyres and posts independently and to stick twigs and wooden circles on paper to depict a lorry.

Practitioners intervene sensibly during activities. They motivate children skilfully to experiment during play and to take risks, such as making a mud cake and peddling a bicycle for the first time. They hold meaningful discussions with children on how to improve their work. As a result, nearly all children develop as independent learners. For example, practitioners challenge children to flow water either slowly or quickly down a row of troughs and thread three-dimensional blocks onto string expertly.

Practitioners implement a broad and balanced curriculum, which includes the willingness and confidence to pursue children's interests skilfully. They adapt their planning spontaneously to ensure that children learn through a variety of practical challenges, such as experimenting with objects that either sink or float. They also use their observations intelligently and match them to their assessments effectively to plan the next steps in individual children's learning. Practitioners provide parents and carers with beneficial information about their children's achievements orally, in progress booklets and on secure social media.

Practitioners plan interesting opportunities to develop children's literacy skills and question the children well while they play. This is done as children paint tractors and make marks with chalk and crayons. Practitioners develop children's numeracy and information and communication technology (ICT) skills effectively. They challenge them to sort and number different dinosaurs in the small world area, measure the volume of boxes with sand and water and solve problems on electronic tablets.

Practitioners develop children's physical skills successfully. They encourage them to climb and jump enthusiastically on adventure equipment and transport each other around the playground on the back of a bicycle. They also provide effective creative activities, such as creating different rhythms with percussion instruments and cooking imaginary meals in the role-play area.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's Day, studying the story of St Dwynwen and the islands in the Dwyrdd estuary. They also celebrate diversity beneficially by providing opportunities for children to learn about the Chinese New Year and Diwali and discuss books that relate to the diversity of the people in our world.

Environment:

The environment is of good quality and provides valuable and extensive opportunities for children both inside and outside the building. The environment is friendly and homely, which promotes a sense of belonging among the children. Practitioners celebrate the children's creativity by displaying their work skilfully in a gallery. For example, the children's family tree takes pride of place and the children enjoy referring to it. The play areas ignite the children's imagination exceptionally well and enable them to take appropriate risks, such as transporting each other on the back of bicycles. These areas provide excellent opportunities for children to develop their skills. For example, children develop their mathematical skills successfully by comparing the size of pieces of wood after sawing them in the construction area.

Practitioners ensure that children are supervised carefully in a safe environment. A detailed record is kept of visitors and the setting has valid public liability insurance.

They have regular fire drills for children to familiarise themselves with these arrangements. They prioritise assessing the risks associated with the indoor and outdoor areas and specific activities. They follow effective procedures to keep the environment and equipment clean and in an appropriate condition. There are good opportunities available for children to use the toilet and handwash basins independently.

Practitioners keep resources at a low level to enable children to choose independently and pursue their individual interests. As a result, many children are completely familiar with fetching and returning equipment to the appropriate places. The outdoor area has been planned purposefully to enable children to develop physically, creatively and investigatively. For example, children grow strawberries and potatoes and 'cook' in the mud kitchen. Practitioners allow children to move freely between the indoor and outdoor areas, which enables them to make simple decisions about what they would like to do. The furniture, equipment, toys and resources are appropriate and of a high standard and are well-maintained. Children's personal and social development is also encouraged well by having effective access to multicultural toys and books.

Leadership and management:

The leaders' purposeful leadership strategies focus effectively on enriching provision and improving children's outcomes. They have a clear vision and work together diligently to promote children's care and learning. As a result, their regular routines and meaningful foresight create an engaging environment that provides interesting experiences for children.

Leaders ensure heartfelt pastoral care for children, which creates a sense of belonging among children and adults. This positive environment motivates children to do their best and persevere while playing and learning. They also hold regular discussions with parents and carers about their children's development and use social media sensibly to provide them with relevant information.

Leaders and practitioners are very supportive of each other. They set sensible expectations for their daily routines by co-operating diligently to maintain high standards. They work together effectively as a team and attend useful training to improve their teaching and care practices. As a result, they are conscientious and keen to succeed. However, at times, leaders do not ensure that statutory documents and all of setting's policies are revised and amended regularly.

Leaders focus on introducing consistent improvements to develop the setting's practices further. They conduct thorough self-evaluation procedures that lead to useful targets for improvement. As a result, they identify the setting's strengths and areas for improvement efficiently. For example, they have recently focused on refining processes to better pursue children's interests.

Leaders ensure that full consideration is given to the views of everyone who is involved with the setting. They hold beneficial discussions with all stakeholders to improve provision and children's experiences, such as the suggestions of officers from support agencies. As a result, they have recently begun to interweave planning

and assessment effectively to target the next steps in children's learning successfully.

Leaders and practitioners have forged a range of robust local partnerships that provide stimulating experiences for children. For example, they use the village and the local area creatively to enrich children's learning experiences in the forest and on the beach. The productive relationship with the school also prepares children effectively for the next step in their education.

Leaders follow safe recruitment processes. However, leaders do not always ensure that Disclosure and Barring Service checks are renewed in a timely manner. However, the registered person responded to this immediately during the inspection. Leaders allocate resources purposefully. They use the budget carefully and prioritise expenditure wisely against the setting's targets. They also fund various resources intelligently, such as adding hammers, saws and nails for the construction area.

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).