



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

**A report on**  
**Cylch Meithrin Bontnewydd**

**Yr Hen Ysgol  
Bontnewydd  
Caernarfon  
LL55 2UF**

**Date of inspection: June 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 Bontnewydd

Name of setting	Cylch Meithrin Bontnewydd
Category of care provided	Sessional day care
Registered person(s)	Carol Williams
Responsible individual (if applicable)	
Person in charge	Donna Owen
Number of places	24
Age range of children	2 and a half – 4 years old
Number of 3 and 4 year old children	19
Number of children who receive funding for early education	9
Opening days / times	Monday – Thursday: 08.30 – 10.30 / 11.00 – 14.50  Friday: 08.30 – 10.30
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes. 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	15/10/2019
Date of previous Estyn inspection	February 2014
Dates of this inspection visit(s)	21/06/2022
Additional information	

## **Non-compliance**

No areas of non-compliance were identified during this inspection.

## **Recommendations**

R1 Develop opportunities for children to learn more about the lives and beliefs of other people further

R2 Ensure that suitable furniture is available to children at snack time and lunchtime

R3 Ensure that the statement of purpose aligns with policies

## **What happens next**

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

## Main findings

### Well-being:

Children have a very strong voice within the setting. For example, they are given an opportunity to express an opinion about how to develop the outdoor area by cutting pictures of their favourite resources and toys out of a catalogue. Nearly all children express themselves very well and make mature choices and decisions about their play and learning. For example, they enjoy choosing to play outside and fill the watering can sensibly with water from the container, turning the tap confidently before watering.

Nearly all children feel completely at home at the setting and enjoy attending. They arrive full of excitement and talk enthusiastically with practitioners about their adventures. For example, they are very excited when discussing a visit by grandparents and when discussing the food they have eaten over the weekend. Some even ask their parents if they can attend over the weekend or during holidays.

Nearly all children form a good relationship with practitioners and their peers. They are very caring towards each other, share exceptionally well and respect each other. For example, when using a tablet computer to form letters on an educational program, they praise each other for forming words correctly by saying “wow”. Children self-register every day and most recognise their names and form letters in the air, trace over letters on a tablet computer, begin to form letters on paper and are able to say which letters are in their names. They listen attentively to practitioners and talk at length with them and their friends in Welsh. For example, when a child was answering a question about what colour ice-cream they had recently, they replied *‘pinc efo mefus ar y top’* (‘pink with strawberries on top’).

Nearly all children are highly independent and confident when handling equipment. They manage their own risks, for example when walking on the large stones. They also persevere maturely for extended periods. An example of this is when a child concentrates carefully to hold the winder on the measuring tape and turns it skilfully back into the box. They take responsibility for helping to clean and for their personal hygiene. For example, they get a tissue independently to wipe their nose and throw it straight into the bin, under instruction. Nearly all children eat food independently, open lunchboxes and pour water or milk confidently. Most children wash and dry their hands completely independently before eating their lunch and snack.

Nearly all children share and take turns well and control their emotions well. Most children are beginning to consider the feelings of others well, for example by offering their hand to another child to cross the wooden planks. Nearly all children are beginning to understand the importance of caring for their world by growing a variety of flowers, fruit and vegetables in the outdoor area and watering them daily.

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

Most children make good progress in their learning, particularly in their oracy, problem-solving and numeracy skills. Nearly all make strong progress in their

physical skills. They show resilience and immerse themselves fully in their play, for example when experimenting with water spray bottles to get a toy duck to float and move to reach the bucket.

Most children show an interest in books, enjoy listening attentively to a story and respond purposefully to questions by recalling parts of the text successfully. They express themselves well and use a range of vocabulary and full sentences, for example when discussing how the strawberries were becoming redder because the sun was out. Nearly all children recognise their names in print during self-registration. Most enjoy mark-making by using a variety of large and small marking implements successfully, for example when making faces in the indoor and outdoor areas. They are beginning to recognise the purpose of writing in different contexts appropriately, for example when making appointments in the doctor's surgery.

Nearly all children use mathematical language correctly in a variety of learning and play contexts. They make sound progress in their numeracy skills and experiment and solve problems relating to shape, size and pattern confidently. Nearly all children count objects confidently to five and many count to ten, for example when counting how many times the ball bounced in the outdoor area and the number of bells that were hidden in the sand pit. Around half the children are beginning to recognise numbers well, for example when discussing the numbers on a child's t-shirt.

Most children develop problem-solving skills successfully and work together effectively, for example when choosing the correct equipment to move the sand from the large bag to the wheelbarrow. Nearly all children use a range of information and communication technology (ICT) equipment independently to enrich their play and learning, for example when using a walkie talkie to communicate with a friend.

Nearly all children develop their creative skills well by painting their hands to print on the paper on the board, make music by using bells both indoors and outdoors and dancing to the sound. They also create different types of models by using playdough, which also has a positive effect on their fine motor skills. They take pride in seeing their pictures being displayed in the gallery. Nearly all children show enjoyment when singing familiar and traditional songs, which has a positive effect on their literacy and numeracy skills.

Nearly all children demonstrate strong physical skills. They kick, throw and catch different sized balls and hit balls with a tennis racket successfully. Nearly all children show strong co-ordination skills, for example by walking along wooden planks and stepping over the large stones in the garden. They develop their fine motor skills well, for example when turning the lever to get the tape measure back into place.

### **Care and development:**

Practitioners focus continuously on keeping children safe and healthy. They understand their roles and responsibilities very well and implement all of the setting's policies and procedures effectively to keep children safe. All practitioners have up to date first aid, safeguarding and food hygiene certificates. Practitioners follow robust procedures when dealing with any accidents. They encourage children to bring healthy and nutritious snacks, which include fresh fruit, and provide milk and water to drink. They follow detailed hygiene procedures and practices have been embedded

purposefully in the children's daily routines. Practitioners support children's medical needs very effectively. All practitioners have received child safeguarding training and are confident about how to act should they have any concerns about a child or practitioner. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are very effective role models and model the use of language and positive behaviour to support children's development. They understand the positive behaviour policy very well and implement it highly effectively. All practitioners interact excellently with the children from the moment they arrive until they leave and take advantage of every opportunity to use the sustained shared thinking technique to extend the discussion and their skills. They develop children's understanding and create a strong sense of belonging. Practitioners always praise and acknowledge good behaviour. For example, they praise children for sharing, for being kind, for helping others and give children a star for good work or behaviour.

Practitioners promote all elements of child development naturally. There are also efficient procedures available to support children with additional learning needs. All practitioners also show a good awareness of the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and are preparing for it appropriately.

All practitioners treat children with dignity and respect continually and are considerate and vigilant when dealing with children's individual needs. They are enthusiastic when inspiring children to respond energetically to all activities. This has a very positive influence on children's attitudes.

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

Practitioners plan a range of good experiences that include the voice of the child, practitioners and parents and succeed in engaging all children's interest successfully. They respond promptly to children's interests and ideas, for example by taking them to nearby fields to see the lambs following a discussion about a picture of a lamb.

Practitioners have sound knowledge of child development and provide effective provision that challenges nearly all children successfully and allows them to make their own choices. They ensure that children have the freedom and free flow to access learning and play in the outdoor area, which enables children to have long periods of continuous play. Practitioners intervene sensibly in children's play and provide beneficial opportunities for them to learn independently, for example when counting how many times to tap the bucket to build a sandcastle.

All practitioners interact excellently with the children. They question them very skilfully, which has a positive effect on children's thinking and communication skills. For example, when children talk about their children's camping arrangements, practitioners ask them when they have bought to go camping, where they will sleep, when they will be going and then discuss their feelings about camping and praise the children for sharing information well. They plan beneficial opportunities to develop children's literacy and numeracy skills and model the Welsh language well. All

practitioners respect the children's work, display their marks in the gallery and write notes of the children's descriptions of the picture.

Practitioners develop children's creative and physical skills well and provide practical opportunities for children to develop their skills effectively, for example by adding a large tunnel and wooden planks to the outdoor area to encourage children to crawl and walk along them independently. They have also developed purposeful opportunities for children to experiment with resources, such as water and sand, to develop their skills and understanding naturally during play and learning, for example by watering the flowers, fruit and vegetables to learn how to care for plants and to develop mathematical language, such as '*llawn*' (full), '*hanner llawn*' (half full) and '*gwag*' (empty).

Following the Covid-19 pandemic, practitioners are beginning to invite visitors to visit the setting to enrich the curriculum and children's learning and play experiences, for example by inviting a practitioner to teach the children yoga once a week to support their wellbeing. They also make good use of the local area to enrich learning and play experiences and support their awareness of their community, for example by buying ingredients in the local shop to make pancakes and by meeting lambs in the fields of the nearby farm.

Practitioners develop children's spiritual, moral and social skills well. They develop their curiosity about nature effectively by growing strawberries, potatoes and flowers in the garden and establishing a bug hotel. Practitioners nurture values such as honesty, fairness and respect successfully. For example, practitioners praise children frequently as they share resources and are kind to others. They promote children's awareness of Welsh culture effectively through a range of activities and celebration days, such as St Dwynwen's Day and St David's Day and sing Welsh songs and nursery rhymes on a daily basis. However, opportunities for children to learn about the lives and beliefs of people from different cultures are limited.

The setting has effective observation and assessment procedures, which enable practitioners to use the information to plan a good range of purposeful learning and play opportunities. Practitioners also provide parents and carers with good information about their children's progress through face-to-face discussions and by using an app and social media.

### **Environment:**

Leaders ensure that the environment is very safe and clean and, as a result, promote children's safety and wellbeing. They have robust arrangements for welcoming visitors to the building and follow effective safeguarding procedures when children arrive at and leave the site. The setting is well maintained and is cleaned on a daily basis and between the morning and afternoon sessions.

Leaders update the purposeful and rigorous risk assessments regularly and implement them effectively. Practitioners allow children to take safe risks in their learning and play, which has a positive effect on their wellbeing and development. Fire risk assessments are comprehensive. Fire drills are held very regularly and the fire extinguishers and electrical equipment are checked annually. As a result, children are safe at the setting.

Leaders ensure that the environment is very welcoming and celebrate children's achievements by placing their creative work in the picture gallery and recording their excellent achievements on the "*Waw dyna wych*" (Wow, well done) wall. They have ensured that the layout of the environment provides rich play and learning experiences for children. They ensure that the learning areas provide stimulating experiences for children to follow their own path and use resources independently. For example, in the role-play area, children enjoy cooking a wide variety of food for the dolls and wear gloves to take the hot food out of the oven in case they burn their fingers.

Leaders have developed the outdoor area and provide exciting opportunities for children to learn and play in the fresh air while developing their creative and physical skills. Provision is seamless and the doors are open throughout the session and, as a result, children can choose where to play as they wish. Most of the furniture is very suitable for the children's age and stage of development. However, the tables and chairs at mealtimes are too high for the children and there is no dedicated nappy changing area.

The indoor and outdoor resources are of a very high quality, and are clean, labelled and easy to reach and this enables the children to make sensible, independent play choices. There are suitable shoes and clothing available for inclement weather and this allows children to play outside, whatever the weather.

### **Leadership and management:**

The leader has high expectations of all practitioners and children. Although she is relatively new to the post, she has a clear and purposeful vision for the setting. She shares her vision with other partners successfully, which contributes well to creating a positive ethos within the setting.

All practitioners understand their roles well. They work together effectively and effortlessly to provide beneficial opportunities for the children. The team's regular discussions have a very positive effect on improving provision and the environment, for example by changing the furniture and equipment in the indoor area a number of times to create learning areas that engage children's interest in learning and play. These discussions contribute well to the setting's strong self-evaluation procedures, which identify strengths and areas that need to be developed further successfully. These arrangements also include the voice of parents and carers to provide ideas on how to improve provision.

Leaders follow safe and robust recruitment policies and all practitioners have an appropriate qualification and relevant experience of working with children. They hold beneficial supervision sessions regularly and meet on a monthly basis to discuss a variety of procedures and policies for the benefit of the setting. Policies are updated annually.

The statement of purpose is comprehensive and provides the necessary information for parents. However, it is not always completely consistent with a few of the policies.

The setting has forged very strong partnerships. The leader works very well with the local authority's advisory teacher and Mudiad Meithrin to improve provision. For

example, they adapt provision to plan more quickly for children's needs and interests, which aligns better with the principles of the Curriculum for Wales. The setting also has a strong relationship with local companies and businesses who have supported the setting to develop the outdoor area by donating sand and a construction tunnel. The setting has a strong relationship with the local school and leaders and practitioners have developed an additional outdoor area for the benefit of the children. Leaders and practitioners have established a good working relationship with parents and carers and share information about their children's progress regularly.

Leaders monitor the budget well and take advantage of grants and fundraising to develop the new outdoor area to create magical provision to support children's skills.

## 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))

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