



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales



Estyn

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

Report on

Cylch Meithrin Penmaenmawr

**Ysgol Pencae
Craiglwyd Road
Penmaenmawr
Conwy
LL34 6YG**

Inspection date: 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 Penmaenmawr

Name of setting	Cylch Meithrin Penmaenmawr
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Denise Fisher
Person in charge	Emma Jones
Number of places	25
Children's age range	2–4 years old
Number of 3- and 4-year-old children	20
Number of children funded for early education	5
Opening days / times	Monday to Friday 9.05am to 1pm
Flying Start Service	No
Language of the setting	Welsh
Is the Childcare Offer available at this setting?	Yes
The 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 the children who use, or may use, the service.
Date of previous CIW inspection	First inspection after registration
Date of Estyn's previous inspection	July 2017
Date of this inspection visit / dates of these inspection visits	29/6/2022
A minority of the children come from homes where Welsh is spoken in the household.	

Non-compliance

We identified non-compliance in relation to care and development and we have issued a priority action notice to the provider. The provider must take immediate steps to address this and make improvements.

We also notified the provider of areas for improvement where the setting was not compliant with the regulations. A notice was not issued, but these are identified as areas for improvement, and the provider must address these.

Information on all non-compliance will be included in an action and improvement summary which will be published on Care Inspectorate Wales website only.

Recommendations

- R1 Use information about children's progress in order to plan more purposefully for them
- R2 Update the risk assessments
- R3 Update the group's policies and documents to reflect the service's processes
- R4 Build on the partnership with parents and carers to support their children's development and learning

What happens next

The setting will draw up an action plan that will show how it will address the recommendations.

Key findings

Well-being:

Nearly all of the children have a strong voice, and they make choices and decisions confidently while playing. For example, the majority confidently move between different activities. As a result, they follow their personal preferences effectively, such as using the digital camera to take pictures of their favourite activity or of their friends. They are happy to ask a question or enquire about something as they get a good response from practitioners.

Nearly every child is happy and comfortable in the company of the practitioners. Nearly all children arrive happily at the setting and cope very well as they are separated from their parents and carers. The children who are less confident receive support from practitioners to help them settle. Nearly all the children are completely familiar with the daily routines. For example, the children go straight to the carpet at the beginning of the session and form rows near the toilet to wash their hands before having a snack without being reminded by the practitioners.

Most are very well behaved during free play periods and during group activity. Many share resources well and are beginning to understand how to take turns successfully, for example by happily working together in the role play area when washing the dishes. Most children form positive relationships with the practitioners and peers and approach the practitioners to share their play or for comfort.

Most enjoy their play and learning activities, such as pouring water down the troughs and into the wash tub. They enjoy moving from one activity to the next and persevere and concentrate for extended periods. For example, the children love to 'paint' the wall of their room with water, asking for help from friends and sharing their plans with a child who wanted to join in the fun. Nearly everyone is keen to join in and contribute to songs and stories during circle time and they show pleasure in doing this. Many of them continue to sing during their play. Most children wait their turn and show good patience, such as when waiting to play with the bikes.

Almost all children enjoy experimenting with a wide variety of stimulating play opportunities. They have a good choice of free play opportunities in the main playroom and in the outside area. Most children develop appropriate independence and self-help skills. For example, most of the children put their coats and their bags on the hook, they use the toilet independently, and they wash and dry their hands without prompting.

Learning (this is only applicable to three- and four-year-olds who are not educated in a maintained setting):

There is no report on children's learning. The reason for this is that there were not enough three- or four-year-olds present at the time of the inspection that do not

receive funded education elsewhere for us to be able to report on them without identifying individual children.

Care and development:

The practitioners provide good care and support for the children in the service. They implement the policies promoting healthy lifestyles. The practitioners promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, which include fresh fruit, milk, and water. They know the children well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in group activities. Most of the practitioners have a good understanding of their responsibilities to protect the children. However, they do not always follow their child protection policy. The setting's arrangements to safeguard children do not meet requirements and give cause for concern. Most of the practitioners identify and actively manage risks. They have a strong understanding of their responsibilities, and they provide suitable opportunities for the children to develop according to their age and ability. For example, they regularly promote healthy habits and position themselves well in order to observe the children. In addition, they follow procedures for recording accidents or injuries appropriately.

Practitioners understand the behaviour management policy, and act as good role models. They listen to children's views and respond well to their verbal or non-verbal communication. The interaction of the practitioners with the children is positive, showing warmth and kindness. They form a very close working relationship with the children. As a result, the children follow the practitioners' instructions consistently. For example, during an exercise activity, practitioners asked the children to take part in throw and catch games and running games and the children went straight to participate. The practitioners are sensitive to the needs and experiences of individual children.

The practitioners promote the children's play, learning and development very effectively. They ensure that the children feel settled and happy by discussing and questioning children about the play opportunities or when sharing ideas for play with them. For example, the practitioners explain activities and make suggestions about how the children could play with different resources. The practitioners follow effective processes to identify and support children's individual needs, including children with additional learning needs. Specific interventions are implemented regularly by the practitioners, which has a positive effect on the children's language and speech development. The practitioners provide a range of opportunities for the children to develop independence skills.

Teaching and assessing (this is only applicable to three- and four-year-olds who are not educated in a maintained setting):

The practitioners understand the curriculum requirements well. They are beginning to successfully introduce the ethos of the Curriculum for Wales by prioritising the role of the practitioner and establishing an appropriate learning environment. The

practitioners choose when to intervene sensibly in play and when to let the children discover for themselves. The practitioners understand the children well and they act enthusiastically and conscientiously when encouraging their learning and promoting their well-being. The practitioners are flexible and adapt the learning experiences to ensure that children have beneficial opportunities to convey their ideas and maintain their interest.

The practitioners focus on developing the children's literacy skills effectively and as an integral part of the provision. As a result, most of the children make good progress in their Welsh oral skills. The provision for developing numeracy skills is valuable as a result of beneficial experiences such as experimenting with a tape measure and sorting and counting small tools in the discovery area. In addition, practitioners provide comprehensive opportunities for the children to develop their information technology and communication skills – for example, when using digital tools to create a shopping list in the nursery area and make marks on the interactive whiteboard.

The practitioners successfully develop the children's physical skills through activities such as encouraging them to balance items on their heads, practise throwing bean bags, and handle and press clay in the discovery area. The practitioners offer beneficial opportunities for the children to develop creative skills by playing musical instruments and experimenting with paint in the creative area. However, there are not enough purposeful and extended opportunities to extend their thinking skills.

The practitioners develop successful spiritual, moral and social skills among the children. They provide good opportunities through the practical experiences for the children to consider their feelings and the feelings of their peers when playing together. They effectively promote the children's awareness of Welsh celebrations by celebrating events such as St David's Day and Welsh Language Music Day.

The practitioners ensure that they share feedback about children's development and achievements verbally with the leader. However, the information is not used in a meaningful way in order to further refine and develop aspects of the provision. The leader regularly shares useful information with parents and carers on social media. However, they do not share information about the children's strengths, and the aspects that need to be developed.

Environment:

The setting is located in a new extension on the school site. The leader and the practitioners provide a suitable, safe and clean environment for the children. The leader ensures that the practitioners implement safety precautions effectively, such as checking the outdoor area to remove hazards before the children use it. The leader and the practitioners complete a risk checklist for each area on a daily basis and complete adequate generic risk assessments. However, the risk assessments do not cover all areas of the service. For example, there is no risk assessment for the large yard. The environment is inclusive, and all children have equal access to all the various resources and activities. The children have the opportunity to go to the toilets and use the wash basins independently. The leader follows consistent arrangements

regarding the safety of the environment and regular cleaning arrangements that reflect good hygiene practices. Their strong infection control practices minimise any risks to children's health and safety.

The main room of the service is welcoming and friendly and offers an effective environment for play and learning. The leader makes good use of the room and the outside area to provide organised learning areas that children can use independently. For example, the role play area promotes learning experiences by offering real resources stored at a low level. There is also plenty of room for practitioners to support group activities well, such as messy play or story time. This effectively supports the development of the children's skills across the curriculum. A leader ensures that they use the outdoor play area every day.

The leader ensures that almost every child can have access to a wide variety of age-appropriate and good-quality furniture, toys and equipment. For example, there are baskets and open shelves for the children to investigate and lots of natural and home furniture available. The leaders provide some resources to encourage the children's curiosity about the wider society, thereby promoting equality and raising cultural awareness. They extend the children's knowledge and development in the outdoors by offering a good range of resources which stimulates their curiosity and interest. The children have opportunities to use the school's large yard on a daily basis in order to develop their gross motor skills.

Leadership and management

The leader has a clear vision and steers the work of the setting in a purposeful direction. The leader focuses and devotes themselves completely to developing the role of the practitioners and creating a rich environment. All the practitioners work together well in order to create a stimulating and supportive atmosphere for the children.

The leader has established strong procedures for evaluating the provision which identifies strengths and areas for development. This has led to purposeful priorities, which lead to stable and realistic targets. For example, they focus on establishing assessment procedures to further enrich the adult's role and the learning environment. This work is already having a positive effect on the children's experiences.

The leader makes much of partnerships to support the setting's work and takes advantage of the advice and training of the local authority's advisory teachers. As a result, the practitioners provide suitable play experiences that encourage the children to take risks and explore independently. However, at times, opportunities were missed to model and challenge the learning. With the regular support of support agencies, the setting also succeeds in planning purposeful and continuous opportunities for children to develop their Welsh language skills effectively.

The location follows good processes regarding the recruitment of staff. Practitioners are appropriately experienced and qualified and understand their responsibilities well. They meet informally to give feedback about how the children engage in play. They

discuss what changes need to be introduced in the learning environment in order to respond to the children's needs and development. As a result, the leader succeeds in creating a positive ethos where the children and the practitioners feel valued. However, the leader has not ensured that all practitioners have received annual appraisals or regular supervision.

The setting follows most of the service's processes and policies carefully. However, the policies do not fully reflect the service as they refer to the registered person. They have a suitable statement of purpose which contains most of the required information.

The setting has formed a range of beneficial partnerships. They collaborate effectively with the school, and they are supportive of each other as they make a transition to the new curriculum. In addition, the setting has a good relationship with the parents, but the leader does not provide regular information for the parents regarding their children's learning and progress. The location makes effective use of funding, providing a suitable supply of quality resources such as a natural environment.

Copies of the report

Copies of this report are available in the setting and from CIW's and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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