

A report on

Cylch Meithrin Drefach Felindre

**Drefach Felindre Hall
Llandysul
SA44 5UG**

Date of inspection: October 2022

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 Drefach Felindre

Name of setting	Cylch Meithrin Drefach Felindre
Category of care provided	Day care
Registered person(s)	Rosemary Mitchell
Responsible individual (if applicable)	
Person in charge	Ffion Davies
Number of places	10
Age range of children	2-3 years old
Number of 3 and 4-year-old children	2
Number of children who receive funding for early education	0
Opening days / times	5 days 9.00 – 12.00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	Yes
Date of previous CIW inspection	June 2019
Date of previous Estyn inspection	June 2017
Dates of this inspection visit(s)	03/10/2022
A new management committee has been in place since May 2022. The person in charge is currently running the setting with the support of supply staff. The setting has advertised a permanent assistant's post and intends to fill this role as soon as possible.	

Non-compliance

We have identified serious non-compliance in relation to the care and development theme and have issued a priority action notice to the provider.

Information about all areas of non-compliance will be included in the Summary Report on Action and Improvement, which will be sent separately to the report by CIW.

Recommendations

- R1 Review and date risk assessments
- R2 Strengthen practitioners' understanding of the implications of the additional learning needs act
- R3 Expand opportunities to develop children's Welsh language skills more systematically
- R4 Address the areas of non-compliance

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 and content and have a sense of belonging. For example, on arrival, they look for their names on a piece of wood and place it on the self-registration board. Most are beginning to familiarise themselves with the daily routine and gain confidence when revisiting activities.

On the whole, children are given an opportunity to express their views. They are able to choose confidently whether they want water or milk during snack time and are given an opportunity to express which fruit they would like practitioners to buy for them. They are given the freedom to choose what they would like to do during periods of free play. Most are curious about the world around them and enjoy using their imagination when playing. For example, they blow leaves and twigs on an imaginary tree to pretend that it is windy.

Nearly all children cope with separation as the daily transition periods identify individuals' needs appropriately. Most of the oldest children are able to say what day it is and what the weather is and nearly all sing enthusiastically.

A majority of children are beginning to interact well with their peers and complete tasks alongside each other. For example, they work together successfully when pretending to cook food for the dolls and co-operate well during circle time. Most children are happy to share resources with their peers and develop their social skills well. They take turns and say thank you politely. During circle time, nearly all children are given an opportunity to begin to express their emotions by placing their names in Mr Sad or Mr Happy's cloud on the self-registration board. They also enjoy matching their feelings to purposeful soft toys. For example, they pick up the Mr Happy teddy when placing their names in Mr Happy's cloud and some enjoy cuddling the toys.

A majority of children are beginning to become confident and independent. Many are able to recognise their coats and the oldest children are able to pour water or milk confidently into the youngest children's cups. The Helper of the Day distributes cups and plates to all children and most put them in an empty bowl once they have finished their snack and get rid of their waste. They enjoy experimenting with mark-making independently by using a variety of media.

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 because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development:

Nearly all practitioners ensure that the children feel at home and happy. They ensure that nearly all children settle quickly and provide adequate play opportunities for them. They have forged appropriate relationships with children and know them well.

From day to day, practitioners follow good processes to keep the site secure by closing the doors and gates instinctively. They implement tight processes when allowing visitors to the site and ensure that children leave the building safely with a parent or carer who is known to them.

They give first aid effectively and record accidents and incidents in detail. They keep a register and ensure that they stay within the appropriate staffing ratios. Practitioners protect children and the site from fire effectively and hold regular fire drills.

Leaders ensure that there is an effective child protection policy in place which includes definitions of abuse and the step to be taken. However, practitioners do not have a sufficient awareness of these procedures and they have not received the relevant training. As a result, they are unable to implement the policy effectively.

Although a robust recruitment policy has been adopted formally, the responsible individual does not follow the policy and has not ensured that all of the essential checks are completed before practitioners start to work at the setting. The responsible individual does not ensure that Disclosure and Barring Service (DBS) checks are updated in a timely manner. The setting's arrangements for safeguarding children do not meet requirements and are a cause for concern. We have issued a priority action notice and the provider must take immediate steps to address these issues.

Nearly all practitioners have read the positive behaviour management policy and implement it effectively, overall, by promoting positive behaviour among the children. For example, they praise the children for handing out aprons to each other independently before painting and for sharing resources politely.

The setting has purposeful arrangements to identify and support children's individual needs. Practitioners gather plenty of information about children's preferences, needs and any other relevant information before they start to attend the setting. This enables them to plan effectively for children's individual needs. However, practitioners do not have a sound enough understanding of the implications of the Additional Learning Needs Act.

Most practitioners ensure that children are given plenty of opportunities to develop their independence. For example, they give everyone an opportunity to be the helper of the day in turn, place their names, the day and the weather on the self-registration board and recognise and fetch their coats.

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

Practitioners work together effectively and provide an appropriate curriculum to engage children's interest and promote their learning. They have begun to plan in line with the principles of the Curriculum for Wales and plan a wide range of valuable learning and play experiences both inside and outside the building. For example, children are given independent opportunities to take care of Tedi Twt, dress him, feed him and take him for a walk.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills. They encourage children effectively to make marks with a variety of media and encourage them to sort and number the farm animals in the small world area. They usually model spoken language effectively and introduce vocabulary, language patterns and sing lively songs. Practitioners expand children's understanding by questioning them skilfully during play. However, they do not reinforce language consistently enough to immerse children in the language. Overall, provision to develop children's early information and communication technology (ICT) skills is developing appropriately in line with their age.

Most practitioners support learning well by playing alongside the children and intervene in a timely and effective manner to reinforce independent learning. They promote children's interests successfully to extend their imagination and thinking processes. Practitioners' robust teaching methods encourage children to work together purposefully by providing interesting activities that enable children to try and develop good cognitive skills. For example, they challenge the children to make hedgehogs decorated with sticks, leaves and twigs and to experiment with moving water from one trough to another completely independently.

Practitioners ensure that children develop their physical skills well. For example, they encourage them to try, to experiment with moving in a variety of ways and to serve food and drinks to each other without intervention. They also provide beneficial creative activities for children, such as composing different rhythms by hitting saucepans, a tambourine and bells in the outdoor area. Practitioners provide a rich variety of activities, both indoors and outdoors. This encourages children to take risks, to become confident explorers of their environment and to treat each other with care and respect.

Practitioners plan beneficial experiences to develop children's spiritual, moral, social and cultural skills. They promote Welsh culture successfully by celebrating the history of St David and the centenary of the Urdd. They also celebrate diversity well by studying festivals such as the Chinese New Year and Diwali.

Environment:

Leaders provide an appropriate, secure and clean environment for children. On the whole, they ensure that maintenance checks are completed regularly.

Leaders ensure that basic risk assessments are in place and update them, when necessary. However, they do not review or date documents. Practitioners check the site every day to ensure that there are no unnecessary risks to children, but they do not record them consistently.

Leaders succeed in ensuring that they prepare a homely and purposeful environment for children. Displays on the walls include children's works and this creates a sense of belonging. For example, all children and practitioners have painted their own jigsaw piece with their names on them and they have all been put together on the wall to create a sense of one big family. Practitioners ensure that there are purposeful learning areas available to the children. They ensure that a wide range of interesting and exciting resources and equipment are available to support learning and play. This gives purposeful opportunities to the children to explore skilfully. For

example, the digital circles give them an opportunity to identify, recreate and discuss different animal sounds. They also provide multicultural resources to broaden children's understanding of the world around them. There is a variety of purposeful activities and opportunities in the outdoor area. These contribute successfully to developing children's numeracy, linguistic and creative skills.

Leaders have invested in the outdoor area recently, which includes marking equipment, a music corner, a water tub and a mud kitchen.

Resources are of good quality and are stored at a low level to enable children to choose independently without adult intervention. As a result, all areas provide good opportunities for children to develop their independence skills in full.

There is a purposeful storage cupboard for keeping resources and confidential documents and these documents are kept safely under lock and key. There is a comprehensive information board for parents and carers and this means that they receive the latest information easily.

Leadership and management:

Leaders have a clear vision that is based on supporting practitioners to provide engaging learning experiences that are based on developing children's wellbeing in a familial, stimulating and happy environment.

The person in charge works well with the agency practitioners and is beginning to encourage them to contribute regularly to provision. For example, they encourage them to record ideas for learning activities on the autumn theme. This has a positive effect on the confidence of all practitioners to participate increasingly proactively in developing children's learning experiences further.

The new management committee is supportive and has suitable self-evaluation procedures in place that outline sensible priorities to develop the setting. Practitioners are increasingly successful in implementing these priorities. The management committee is developing appropriate arrangements to supervise and evaluate the work of practitioners, which lead to appropriate agreed targets.

Leaders allocate resources appropriately and ensure that there are sufficient qualified practitioners. They provide beneficial opportunities for practitioners to attend relevant training to meet children's needs, for example by ensuring curriculum training to improve provision.

Leaders make good use of grants for purposeful training and resources to support the curriculum's new approaches and processes and to support children's experiences and learning. For example, recently, by funding improvements to the outdoor area, attractive, good quality resources were provided that support children's learning and enrich their experiences effectively.

The setting has beneficial partnerships with parents and carers. For example, they hold informal discussions and share children's experiences regularly by using newsletters and through social media. There is suitable co-operation between the setting, support services and the local authority advisory teacher to develop provision continuously. The setting has appropriate transition processes with the local school

at the end of the year and opportunities for children to meet the school's nursery teachers before they transfer.

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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