



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

**A report on**

**Cylch Meithrin Santes Fair**

**The Cabin  
Saint Mary's School  
Holyhead  
Isle of Anglesey  
LL65 1TR**

**Date of inspection: June 2024**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Santes Fair

Name of setting	Cylch Meithrin Santes Fair
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Alexandria McGinn and Susan McGinn
Person in charge	Alexandria McGinn and Susan McGinn
Number of places	26
Age range of children	2.5 to 4 years
Number of 3 and 4 year old children	3
Number of children funded for early education	3
Opening days / times	8:55am – 11:00am.
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service provides the Welsh language 'Active Offer' and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	First post-registration inspection
Date of previous Estyn inspection	First inspection
Date(s) of this/these inspection visit(s)	26/06/2024

## Summary

<b>Theme</b>	<b>Rating</b>
<b>Well-being</b>	<b>Excellent</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	
<b>Care and development</b>	<b>Excellent</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Excellent</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

No non-compliance was identified during this inspection.

## **Recommendations**

- R1 Improve observation and assessment arrangements to identify children's outcomes in relation to their skills
- R2 Refine self-evaluation arrangements to identify areas for improvement that have a direct influence on children's development

## **What happens next**

The setting will produce an action plan showing how it will implement the recommendations.

## Main findings

### Well-being: Excellent

The setting is genuinely centred around the children and they have a very strong voice across all aspects of their experiences. They are given extensive opportunities to make choices which affect them. For example, the children are taken into town to choose and buy fruit for their snack that week. This provides the children with opportunities to communicate their wishes and make connections in the local community. Nearly all children make fully informed decisions about their play as they move around the indoor and outdoor environments. They make excellent use of unrestricted access to the outdoor areas and move freely between both areas.

Children have a strong sense of belonging to the setting and they are very familiar with the daily routines and arrangements. As a result, they cope extremely well when separated from their parents/carers. The children arrive happily and confidently and the practitioners' familiar greetings help them to develop connections. The children make their own choices about the day's activities following their interests and preferences. They express their feelings making independent use of the feelings wall and mirrors available to them. Nearly all children have developed a very close relationship with the practitioners. For example, the children thoroughly enjoy giving the practitioner a toy from home to care for, giving the toy some reassurance and a cuddle before handing it over. The children smile happily and feel proud after receiving praise for giving flowers placed in clay to a practitioner.

Nearly all children are developing very good interaction skills for their age and stage of development. They participate maturely in group activities, listening to others and taking their turn. They have a very good understanding of the concept of sharing, and they demonstrate an increasing ability to take turns and play with others very effectively. For example, when playing with the water, the children wait their turn to use the different coloured pots and make room for others to join in, sharing the resources fairly. They share resources with visitors very confidently to include them in their play. The children have a very high level of respect for property and use resources very carefully. When using the talking electric toys, they ensure that all their friends are given the opportunity to use them. They use the toys very effectively during the session to communicate with their friends or practitioners.

Nearly all children show a high level of motivation when playing. They explore their environment completely independently and follow their interests freely, gaining confidence as they take part in indoor and outdoor activities. The children find a box of musical instruments and share them purposefully amongst the practitioners and their friends to form an orchestra. They engage fully in their activities and focus for increasing periods of time. For example, the children focus for increasing periods of time when driving the electric car around the outdoor area and through a long pipe. In doing so, the children move materials and equipment to incorporate them in the course and facilitate the challenging parts of the journey.

Nearly all children are developing very effective independence skills. The children take particular responsibility for their personal hygiene, washing their hands frequently in the washing stations available to them in the different areas. Their personal and social skills are developed very well during snack time as they pour their drink under supervision. They cut their fruit and discuss the risks associated with using knives. The children feel very comfortable in the practitioners' company which helps them to take risks and develop independence skills. For example, a child who is having difficulty cutting a hard fruit is confident to ask for help and knows that the practitioner will provide guidance to enable him to complete the task. This has a positive impact on children's self-worth.

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

There is no report on the children's learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

**Care and development: Excellent**

Practitioners prioritise keeping children safe and healthy. They understand their roles and responsibilities fully, adhering to the setting's very thorough daily routines. The practitioners have a firm understanding of child protection procedures and are fully aware of their responsibilities. They keep detailed records of accidents including practitioners' and parents' signatures. The setting's safeguarding arrangements meet the requirements and are not a cause for concern. The practitioners follow effective hygiene procedures to help prevent the spread of germs.

The practitioners promote good practice in ensuring that the children stay healthy by offering healthy snacks and giving the children the opportunity to make decisions about what they want to eat and drink. They ensure that the children understand the importance of personal hygiene, taking regular advantage of any naturally-occurring opportunities, such as encouraging the children to brush their teeth and lay the table for snack time. The practitioners ensure that the children have access to high-quality outdoor facilities which inspire them to be creative and active. They ensure that the children learn about keeping safe in the setting and out in the community. For example, the police are invited to the setting and visits to the coastguard are arranged to learn about safety in the sea. The children are given regular opportunities to experience what the local area has to offer and the practitioners use these opportunities to teach the children about keeping safe when out for walks.

The practitioners are excellent role models. They have a particularly close and warm relationship with the children and treat them with care and respect. As a result, this encourages the children to be extremely polite and show respect. The practitioners follow the behaviour policy effectively and set an excellent example of positive behaviour by taking advantage of every opportunity to praise the children. Positive language is used with the children which promotes good behaviour and the

practitioners support the children appropriately by showing a genuine interest in them. The practitioners facilitate the children's personal development very effectively by encouraging them to help with simple tasks. For example, on arrival in the morning, they help the children to put their possessions in the right places praising them as they do so. As a result, the children transfer their skills and show great confidence when undertaking other independent tasks. The practitioners thank the children regularly, showing warmth and respect for their achievements. This has an extremely positive impact on the development of the children's self-confidence and their understanding of the importance of mutual respect.

There is a very strong and affectionate relationship between the practitioners and the children. The practitioners know the children extremely well and collate information about them regularly to ensure that their wishes and preferences are given priority. The practitioners show a genuine interest in children's conversations and ability and listen responsively to them, showing kindness. Activities are adapted excellently by the practitioners to meet the children's individual needs and interests. For example, the practitioners have responded successfully to the children's interest in the fire service by offering play and learning experiences including a visit to the local fire station. They give the children extensive opportunities to expand their experiences and spark their imagination, for example, various visits to the local maritime museum and art gallery.

The practitioners support and provide purposefully for children's additional learning needs. They use specific strategies to support the needs of individual children extremely effectively. As a result every child succeeds and feels fully at home in their learning environment. The practitioners take timely action and work purposefully with external agencies, making effective use of strategies and advice. The practitioners use the Welsh language regularly to immerse the children and reinforce language patterns effectively.

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

The practitioners are beginning to consider the principles and content of the Curriculum for Wales and use suitable planning methods which build appropriately on the children's prior knowledge and understanding. As a result, their ability to adapt activities and follow the children's lead is developing well. The practitioners take the children's interests into account when planning, providing a good range of suitable resources to support them. This stimulates the children's enthusiasm and engagement in their activities successfully. One good example of this is the way they have adapted the construction site corner following the children's interest in roadworks.

The practitioners ensure there are worthwhile opportunities for the children to develop their literacy and numeracy skills in both the indoor and outdoor areas. They set out reading books across all areas to accompany the learning experiences, and these also inspire the children to make marks. The children are surrounded by signs and vocabulary which reinforce their recognition of familiar letters, for example, they

recognise B when looking at the sign for the 'Tŷ Bach Twt' (playhouse). Mobile phones are provided offering purposeful opportunities for the children to develop their communication skills while phoning mum and the mud kitchen initiates conversations about lavender cakes.

The practitioners develop the children's independence well and encourage them to try things regularly. For example, they encourage children to cut their fruit during snack time which has a positive impact on their self-confidence and their fine motor skills. Their gross motor skills are supported further as they navigate the climbing equipment. This provides the children with valuable opportunities to take turns. The practitioners develop the children's digital skills very well and provide suitable opportunities for them to use digital equipment. As a result, the children use a range of equipment confidently, including electric cars, an electronic tablet and mobile phones.

The children's understanding of the world around them and how to look after it is developed well by the practitioners who give them opportunities to care for animals such as the setting's goldfish, rear chicks and watch a butterfly hatch from its cocoon. On the whole, the practitioners ask appropriate questions and, in keeping with best practice, take advantage of opportunities to encourage the children to think.

The practitioners celebrate the children's Welshness appropriately by singing Welsh songs and rhymes, playing a range of Welsh music in the background and celebrating Saint David's Day. They take advantage of suitable opportunities to develop the children's spiritual, moral, social and cultural skills. They learn about the similarities and differences between people, for example, when playing in the hair-dressing salon.

The practitioners have up-to-date knowledge of children's development and promote their language very effectively. They are beginning to master the art of knowing exactly when to intervene and maximise opportunities to develop the children's skills in a completely natural manner. They provide a stimulating and challenging environment, both indoors and outdoors, which encourages the children's engagement, participation and enjoyment in their learning. The practitioners move appropriately around the different areas to observe the children as they learn and play. They foster the children's interest and curiosity as they play together and take advantage of valuable opportunities to interact and maintain interest. However, they do not always take advantage of opportunities to question the children effectively to move the learning and play forward.

The practitioners assess the children's needs appropriately when they start at the setting but they do not discuss their findings purposefully with parents yet. They observe the children regularly to identify their strengths and areas for improvement effectively. However, they do not always use this information or their understanding of child development to plan activities that develop their skills in specific areas, including early numeracy and literacy.



## **Environment: Excellent**

The practitioners ensure that the children are safe and prioritise the assessment of risks in both the indoor and outdoor areas and for specific activities. This has a very positive impact on the children's development by enabling them to take risks and try new experiences, for example, experimenting with equipment in the construction site. The practitioners ensure that systems for admitting visitors and admitting and collecting children at the end of sessions are thorough. They conduct regular fire drills and as a result, the children are given the opportunity to familiarise themselves with the protocol to follow in an emergency. Leaders ensure that the premises and equipment are well-maintained. There are good facilities available for children to use the toilet and hand-washing basins independently and these ensure and respect their privacy.

The practitioners have created a stimulating and engaging learning environment. They ensure that children are cared for and educated in an environment which has been designed and laid out carefully to promote their independence and learning. For example, outside, there is a large physical structure for the children to develop their climbing skills and a cosy little shed so that they can have some quiet time to focus and immerse themselves in their imaginative play. The indoor and outdoor areas have been arranged purposefully to provide a wide range of stimulating experiences which encourage the children to move from one activity to the next effectively. The practitioners adapt the provision regularly ensuring there are purposeful and engaging learning areas which foster the children's curiosity and interest extremely well. A typical example of this is the fairy corner and the story chair which is an excellent way to develop children's interest in books and encourage them to read.

The play areas provide excellent stimulation for the children's imagination. For example, they develop their imagination in the small fairy world by immersing themselves in an area which has been designed specifically for role-play and communication. Dressing-up clothes and mirrors provide excellent opportunities for children to get to know themselves better by dressing up. These opportunities offer valuable experiences for the children to develop their skills successfully.

The practitioners ensure that the environment is welcoming and attractive displays create a strong sense of belonging. For example, the children's family photos welcome them into the setting and other photos remind the children of their various outings in the community. Comfortable corners have been set out purposefully to provide opportunities for children to rest and have some quiet time to reflect while focussing and looking at books. The environment is improved further by a range of real imaginative resources such as empty boxes and tins, hairdressing equipment and jewellery. A number of these resources are very familiar to the children and stimulate their imaginative play extremely well.

Leaders have a clear vision for the environment. They ensure that children have access to a wide and exciting range of natural and purposeful resources and equipment to nurture their general development skills. The practitioners keep resources at a low level to enable the children to choose independently and follow

their individual interests. For example, the children fetch shells and take them to the sand area to enrich their play there. Others take the story bags and puppets to the outdoor area and decide to wash the characters. This supports the children's interest in stories and enables them to role-play imaginatively across the setting. As a result, the children are used to reaching for and returning equipment to the appropriate places and they make purposeful decisions on their own.

### **Leadership and management: Good**

Leaders have a clear vision for the setting. This is based on providing a high standard of care and a safe and stimulating learning environment so that the children have excellent experiences and opportunities to develop through play. They ensure that the practitioners understand their roles and work together effectively in a happy environment. There is a caring ethos where children and practitioners feel safe and valued.

Leaders have appropriate arrangements to appraise the provision. They seek views and appropriate ideas from the practitioners, parents and officers from the local authority and support organisations. Leaders are keen to improve the provision and respond appropriately to areas for improvement. For example, they have identified and responded to the need to improve the provision by building an outdoor classroom to expand the children's skills in the outdoor play area. However, they do not always focus specifically enough on planning improvements which influence the children's outcomes and skills.

The practitioners are given purposeful opportunities to attend training. There is a strong sense of teamwork and leaders are keen to ensure that all the practitioners are given equal opportunities and learn together. As a result, there is a good shared understanding of expectations which ensures a consistent provision. Leaders ensure the practitioners are given opportunities to review their performance and individual targets each year. There are formal opportunities in weekly meetings, and informally during the week, for practitioners to share their ideas with leaders.

Leaders and practitioners manage resources extremely well. They follow safe, robust and timely recruitment processes. The practitioners have job descriptions and relevant qualifications for working with young children.

Leaders use various partnerships to provide a rich range of experiences that develop the children's curiosity. For example, they visit a pet shop to buy a goldfish and teach children about the local environment by visiting the beach.

Leaders and practitioners have a very good relationship with parents/carers. They share relevant information about interests and incidents during morning discussions, although opportunities to discuss the children's development more formally are limited. Parents receive further information via an electronic app which documents the children's achievements and shares any concerns and comments as well as key information about their care. All parents/carers feel that they can discuss any concern that they may have and welcome the daily opportunities to discuss with the practitioners.

Leaders make suitable use of the funding they receive, including the Early Years Development Grant and this funding is used appropriately to buy different resources such as a mud kitchen and construction equipment. These have a very positive impact on children's welfare and outcomes.

## 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))

CIW and Estyn evaluate a provider's effectiveness using a four-point rating scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

**This document has been translated by Prysg Cyf (Welsh to English).**