



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

A report on

Cylch Meithrin Abergwaun

Fishguard Leisure Centre

SA65 9DT

Date of inspection: November 2024

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 Abergwaun

Name of setting	Cylch Meithrin Abergwaun
Category of care provided	Sessional day care
Registered person(s)	Cylch Meithrin Abergwaun
Responsible individual (if applicable)	Chris Sheldon
Person in charge	Samantha Watson
Number of places	24
Age range of children	2-3
Number of 3 and 4-year-old children	14
Number of children who receive funding for early education	13
Opening days / times	Monday – Wednesday 9-12.00, Thursday 9.00-12.30
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use the service.
Date of previous CIW inspection	January 2020
Date of previous Estyn inspection	November 2017
Dates of this inspection visit(s)	05/11/2024

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three- and four-year-old children who do not receive education in a maintained setting)	Adequate
Environment	Good
Leadership and management	Adequate

Non-compliance

We notified the provider about 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 Responsible Individual must address these. Information on all non-compliance will be included in an Action Improvement Summary, which will be published on CIW's website only.

Recommendations

- R1 Use observations and assessments more effectively to plan the next steps for individual children
- R2 Address the areas of non-compliance identified during the inspection

What happens next

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

Main findings

Well-being: Good

A majority of children communicate confidently with practitioners and, on the whole, their wishes and needs are considered well. They often make choices and decisions about what affects them. For example, they choose where to go within the setting and which activities to undertake.

Nearly all children feel safe, happy and familiar with the morning arrangements. Most settle quickly on arrival and transfer from their parents or carers without fuss. The very few who are insecure relax quickly once they are comforted by practitioners. Children enjoy moving from one activity to the next and persevere and concentrate for appropriate periods. For example, they enjoy playing in the kitchen and pretend to prepare food for the practitioners. They also choose to sit next to their friends during snack time and circle time.

Children interact positively with each other, on the whole. A majority play alongside each other harmoniously and some begin to play with others, for example when helping each other to build a large box. Most children form very positive relationships with practitioners and approach practitioners to include them in their play or for comfort. A few children begin to show empathy.

A majority of children show an interest in their play. They are given opportunities to initiate their own play and concentrate for extended periods. For example, children

use paper and a pencil from the café to make a list while walking around the room before going back to the café. Children are happy in their play and show pride when completing tasks. For example, children smile and laugh when making bubbles and watching them fly away in the wind. A majority of children enjoy talking to the practitioners while playing and during snack time.

Nearly all children enjoy experimenting with a wide variety of stimulating play opportunities. They are given a good choice of free play opportunities in the main room and in the outdoor area. Some children develop appropriate independence and self-help skills and are given appropriate opportunities to practise skills, for example during snack time as they wash their hands or go to the toilet.

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

A majority of children make appropriate progress in line with their age and ability during their time at the setting. On the whole, they develop their personal, social and emotional skills well by sharing and taking turns while playing a shopping game with the support of a practitioner.

A majority of children develop their literacy and communication skills in a satisfactory manner. On the whole, they develop their listening skills well and listen appropriately to simple instructions. For example, they play a seeking game correctly by listening carefully to practitioners and finding specific objects. A minority of children begin to develop their oral skills effectively by using simple vocabulary correctly in different contexts. Most use a variety of mark-making tools purposefully, for example when taking a food order at the café. Many children look at books and discuss them well by retelling a story with a friend or with the dolls on the sofa.

Most children use digital equipment efficiently and for a purpose, for example by using a laptop in the café and using a phone to chat to a friend. Most children choose and use mathematical resources appropriately when solving problems practically. For example, they show a relevant awareness of 2D shapes when placing shapes in the correct spaces when completing a jigsaw.

Nearly all children demonstrate very good physical skills. They are physically active in line with their ability, for example while balancing across the stepping stones. A majority of children show increasing resilience and perseverance when solving problems. For example, they persevere well when building an obstacle by using wooden blocks so that small vehicles can travel up and down. A minority of children express themselves appropriately through a variety of media such as art, music and dance and show enjoyment when dressing up as princesses and superheroes.

Care and development: Good

Practitioners focus continuously on keeping children safe and healthy. They understand their roles and responsibilities well and implement the setting's procedures effectively to keep children safe. Staff have up-to-date first aid, safeguarding and food hygiene certificates and there are clear arrangements in place to refresh the training. Practitioners are confident about how to take action should they have any concerns about a child or a practitioner. Practitioners follow robust

procedures when dealing with any accidents, incidents or illnesses. They keep accurate records and follow effective security procedures. For example, when preparing to go outside, staff ensure that each child has a partner, that they focus on the leaders and stand across the line so that they can supervise effectively. Staff follow detailed hygiene procedures and practices have been embedded purposefully in the children's daily routines. For example, they follow a robust routine when changing children's nappies, ensuring that they change their gloves and apron between each change and cleaning the mat with an antibacterial spray each time. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Most practitioners interact positively with the children. Practitioners talk to the children at their level and treat them with genuine warmth and respect. Most practitioners follow the setting's behaviour management policy and model behaviour well. For example, they remind children to share toys and wait their turn before using equipment. Practitioners listen to and respect children's opinions and are sensitive to their needs and experiences effectively.

Practitioners know the children well and work appropriately to meet their individual requirements. Many practitioners provide an appropriate range of play activities. They support children by creating a space for them to play and succeed in incorporating the principles of play into provision appropriately. They ensure that there are suitable opportunities for children to develop a variety of skills, for example fine and gross motor skills, mathematical skills, communication skills and personal skills. Many practitioners support and provide well for children with additional learning needs.

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

Practitioners succeed in creating a very homely ethos in a large hall during each session. They provide experiences that meet children's play needs successfully by setting out suitable resources in the areas to stimulate them. For example, they use a tent and dinosaurs to create an area that attracts and sparks the children's interest. They use the outdoor area well and join in with the children's play, for example by waving bubble wands in the wind.

Practitioners provide beneficial opportunities for children to develop their digital skills, for example by using a laptop and digital phones imaginatively in the café. Overall, provision to develop children's early literacy skills is suitable. In the best practice, practitioners model correct language and feed vocabulary well, for example by asking what they would like to eat in the café. However, this does not happen consistently and, as a result, children do not develop their Welsh speaking skills effectively enough. Practitioners provide a good range of attractive and colourful books in all areas, which encourage children to engage with them and to raise their awareness and interest in books appropriately.

Practitioners develop children's spiritual, moral and social skills suitably. They promote Welsh culture by celebrating special days such as Shwmae Su'mae Day and St David's Day. Practitioners praise the children purposefully, which boosts their self-confidence and shows them that they are valued. They instil values such as

honesty, fairness and respect effectively, for example by asking them to consider the children who are sleeping and to avoid playing too loudly. They promote principles which help children to distinguish between right and wrong appropriately. Practitioners provide appropriate opportunities for children to take responsibility and to develop an understanding of working and sharing with others, for example by helping to wash the dishes after snack time.

Practitioners play alongside the children and support their play effectively. At times, they use their observations in a satisfactory manner and identify the next steps in the children's development. However, this is inconsistent across provision, which means that practitioners do not use this information effectively enough to develop the next steps in children's development to stretch them to reach their full potential.

Practitioners organise a variety of beneficial visits for the children. They go on trips to a park and a forest and visit a local shop regularly. Following conversations with the children about the beach, practitioners organised a trip for them on the bus to Goodwick. They also welcome different visitors to the setting, such as the police and the fire brigade. All of this develops children's social skills successfully.

Environment: Good

Leaders ensure that the environment is very safe and well maintained and, as a result, they promote the children's safety and well-being effectively. They have robust arrangements for admitting visitors into the building and follow effective safeguarding procedures when children arrive at and leave the site. Leaders update a variety of purposeful risk assessments regularly and implement them effectively. Fire drills are held regularly and the fire extinguishers and electrical equipment are checked annually. Practitioners are aware of their role and complete visual risk assessments on a daily basis.

Leaders ensure that the environment is very welcoming and the children's work is displayed on low tables, which promotes a feeling of belonging. They have organised the indoor area effectively, which provides a welcoming and open environment. For example, they organise the environment so that there is space to sit at a table or on the floor to play, space to move around and an area for children to have quiet time. The environment enables children to have easy access to interest play areas, equipment of a high standard and purposeful facilities. The outdoor area at the front of the setting provides open space within a secure fence which is locked when the children play outside.

Leaders provide indoor and outdoor resources that are of a good standard and suitable for the children's age and stage of development. Leaders ensure that the resources and equipment support children to be independent in their play. For example, low tables and chairs, steps to help to reach the sink and a knife and jugs that are suitable for small hands.

Leadership and management: Adequate

The leader fulfils her leadership duties appropriately and the well-being of children and practitioners is her priority. Leaders have a satisfactory and up-to-date statement of purpose which reflects the service provided. They have a variety of suitable

policies that are implemented practically, on the whole. Leaders support practitioners regularly and ensure that they receive regular training and supervision. However, one-to-one discussions are not always formalised and held regularly. There is no system in place to ensure that the leader has one-to-one meetings. Leaders follow recruitment processes but those processes are not robust enough. They have not ensured that recruitment processes are thorough or monitored effectively and, as a result, the checks do not meet requirements.

Leaders conduct effective self-evaluation procedures and, as a result, they are aware of the areas that are in need of development. They have purposeful links with the local authority's early years advisory teachers, for example by attending beneficial training. They also work closely with officers from support organisations, who provide practitioners with extensive and useful guidance. Practitioners work closely with the additional learning needs services within the county to ensure that they support children effectively. They are very open to receiving any advice and are willing to adapt provision as a result of the input of specialists.

Practitioners work as a team and support each other very well. They place the care and well-being of children at the heart of everything and have created a friendly and caring culture. As a result, children enjoy attending the setting.

The leader uses the early years development grant well by ensuring that they employ additional practitioners and purchase suitable resources to support children's skills. They use the budget very effectively, for example by investing in improvements to the outdoor area. Practitioners have a good relationship with parents and carers and use social media effectively to inform them about activities.

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)

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

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

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

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