



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

A report on

Cylch Meithrin Llanfarian

**Y Caban
Ysgol Gynradd Llanfarian
Llanfarian
Aberystwyth
SY23 4DA**

Date of inspection: October 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 Llanfarian

Name of setting	Cylch Meithrin Llanfarian
Category of care provided	Full day care
Registered person(s)	Jade Evans
Responsible individual (if applicable)	
Person in charge	Bethan Evans
Number of places	19
Age range of children	2-4
Number of 3 and 4-year-old children	8
Number of children who receive funding for early education	8
Opening days / times	8.30-15.15 Monday – Friday
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, or may use, the service.
Date of previous CIW inspection	April 2021
Date of previous Estyn inspection	November 2017
Dates of this inspection visit(s)	15/10/2024
Education is provided from 9-11 every day.	

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)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop children's confidence in using the Welsh language increasingly during play.

R2 Expand opportunities for children to learn about different cultures.

What happens next

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

Main findings

Well-being: Good

Nearly all children make independent choices during their play and learning experiences. They enjoy the freedom to move between the activities, experiences and resources that are available to them. Nearly all are happy on arrival and enjoy being greeted warmly by practitioners. This helps them to settle well and develop confidence with the daily routines. They go to different equipment to play as soon as they arrive in the morning. For example, many children play confidently when looking for treasure by using the magnifying glass, while others enjoy pouring and carrying water from one container to another. Children are supported skilfully in activities by practitioners and, as a result, children offer their opinions and express their feelings purposefully. For example, they express an opinion when deciding to take part in specific activities and choose to play either indoors or outdoors.

Nearly all children settle quickly and feel comfortable within the setting. They cope successfully when they leave their parents and carers and clearly feel safe. Nearly all children interact positively with each other and with practitioners and visitors. They develop their social skills by talking and discussing while playing together. For example, children co-operate and interact enthusiastically when trying to transport the pumpkins in the wheelbarrow from the field back to the playground.

Nearly all children respect the feelings and interests of other children and learn to take turns well. For example, they share resources sensibly in the investigation areas. As a result, they develop positive social skills. Nearly all help each other well during activities.

Children develop close and warm relationships with the practitioners and interact successfully with visitors. Most are comfortable and confident to ask practitioners for support. They play enthusiastically and manage their behaviour maturely. They are very familiar with the daily routines, such as snack time. Most persevere with tasks and many spend extended periods participating in the various activities that are available to them. For example, the younger children enjoy using scissors to cut along a variety of lines and the older children complete woodwork by hammering small nails into pieces of wood.

Most children make good progress in their social skills. They use climbing frames and slides confidently and create interesting artwork that is displayed purposefully in the setting. Nearly all children choose and use resources wisely during snack times and wash and dry their hands independently before eating and after activities. Children serve themselves milk or water skilfully. They enjoy gathering around the table to eat.

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

Nearly all children, including those with additional learning needs, make sound progress from their individual starting points. Most listen and concentrate well and show an interest when listening to a variety of stories. Most respond appropriately while enjoying the story and respond confidently in their first language. Most children demonstrate a good understanding and respond appropriately to instructions through the medium of Welsh. However, to date, only a few have developed the confidence to express themselves by using words and simple phrases in Welsh.

Nearly all children handle books maturely and turn the pages appropriately. Most choose to look at books independently and share a story with others. For example, they talk about where Wil Wiwer was hiding in the story. Nearly all children use a variety of mark making equipment very well. For example, they use felt pens skilfully when making patterns on the pumpkins. Children's numeracy skills develop soundly and most use mathematical language well in relevant contexts. For example, they discuss the pumpkins by referring to the difference in their size and weight. Many children count to ten in Welsh confidently when counting how many stickers they have on their sticker chart.

Nearly all children are very capable of using a variety of digital equipment correctly and for a purpose, such as using a digital tablet to take pictures of their friends and the pumpkins on the field. Nearly all children demonstrate robust physical skills. They walk along the muddy obstacle course and over the wooden beams and tyres while searching for treasure. Most use scissors to cut a variety of straight lines, zigzags and spirals skilfully. Nearly all are beginning to use small gadgets with very good control. They use woodworking tools skilfully, such as a saw, a screwdriver and a hammer to cut wood and hammer a nail.

Nearly all children demonstrate good perseverance when solving problems and work well together. For example, they concentrate well when trying to get the water to flow through the pipes. Nearly all children demonstrate effective creativity in different artistic media, by choosing how they would like to present their ideas. For example,

they use different materials such as paint and crayons to create a picture of mum and cut around their picture skilfully with scissors.

Care and development: Good

Practitioners prioritise children's safety and maintain effective procedures to ensure that children are healthy and safe. All have received child protection training and are confident about the correct procedures to follow should they have any concerns about a child. All practitioners have completed paediatric first aid training, which enables them to provide appropriate treatment, as necessary. They record any accidents in detail and ensure that parents sign the records in a timely manner. Fire drills are completed regularly and recorded thoroughly. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Purposeful procedures are used well to prevent the spread of infections. For example, practitioners encourage children to wash their hands regularly, clean the tables before mealtimes and follow effective procedures when changing nappies. Practitioners promote healthy eating and exercise successfully. They encourage children to eat a variety of fruit, such as watermelon and grapes, and ensure that there are regular and beneficial opportunities for them to develop their physical skills and spend time outside in the fresh air.

All practitioners have formed positive relationships with children and speak to them gently and kindly and treat them with care and respect. All practitioners use effective and consistent strategies to promote positive behaviour in line with the setting's policy. For example, they draw children's attention to another activity if they are having difficulty sharing or taking turns and there is an effective reward chart in place. All practitioners model social skills effectively when playing alongside children and praise them regularly.

The setting has effective arrangements to identify and support children's individual needs, including those with additional learning needs. Practitioners gather information about children's preferences, needs and any other relevant information before they start attending the setting. This enables them to plan effectively for the needs of individuals. There are robust procedures in place to ensure that practitioners are able to work successfully with external agencies if any additional support needs to be arranged.

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

Practitioners plan valuable learning experiences by making good use of children's ideas. For example, they hide a variety of pumpkins on the field so that the children can look for them and compare their size and colour. As a result of the purposeful planning processes, learning experiences encourage the development of children's skills and progress. Learning experiences promote children's skills and curiosity effectively. The attractive indoor and outdoor learning areas connect seamlessly and given children the freedom to explore the learning environment of their choice, whatever the weather.

Practitioners observe the children during their activities and ask questions to move the learning forward skilfully. Their observations focus on progress and identifying the next stage in each child's development. As a result, practitioners have sound knowledge of children's individual needs and the most effective way to develop their confidence and skills.

Practitioners ensure that activities provide rich opportunities to develop children's literacy and numeracy skills. They provide interesting books in all areas to attract the children's attention. For example, they place a Sali Mali colouring book in the painting area to encourage children to investigate different colours while creating their own pictures. There is a variety of numeracy resources across all areas, such as small logs with a number and a symbol on them for children to familiarise themselves with and use familiar digits when counting.

Practitioners provide beneficial opportunities for children to develop their physical skills by planning an area that extends children's skills well. For example, the obstacle course along the bottom of the slope allows children to develop balance and physical strength while responding to the challenges. They plan beneficial activities for children to develop their fine motor skills while playing with a variety of tools to make marks.

Practitioners provide a wide variety of resources to develop children's digital skills. Children play beneficially with a calculator and a till in the shop and also record on the interactive whiteboard. They plan activities to develop children's creative skills effectively, for example by creating the Sêr Llanfarian stage so that children can perform by acting and singing.

Practitioners encourage children to share maturely and plan beneficial opportunities for them to undertake responsibilities, such as the helper of the day. They reward good behaviour and, as a result, children gain confidence and a sense of being valued. Practitioners model the Welsh language regularly and effectively. They present the culture of Wales and the local area successfully by celebrating special occasions, such as Owain Glyndŵr day, and through visits to historic locations such as Aberystwyth Castle. Practitioners promote children's awareness of the importance of tolerance towards people from different cultural backgrounds appropriately through access to a range of toys and dolls. However, this element has not yet been developed in full.

Environment: Good

Leaders ensure that the environment is safe and welcoming and well maintained. The toilets and changing facilities are accessible and clear, providing children with appropriate privacy and dignity. The indoor environment is slightly limited but practitioners make good use of the area and the extensive outdoor environment to provide rich opportunities for children to play and learn. The whole environment provides a beneficial opportunity to develop children's independence and curiosity.

The setting has robust arrangements for admitting visitors to the building and leaders follow effective safeguarding procedures when children arrive at and depart from the site. Leaders update the purposeful and thorough risk assessments regularly and

implement them thoroughly. Leaders are very aware of safety issues, for example when conducting regular fire drills.

Leaders organise the indoor and outdoor environment effectively and ensure a wide range of interesting and exciting resources and equipment. In the playroom, opportunities are provided for children to enjoy playing with mathematical, small world and construction resources. These resources are stored at a low level to enable children to choose independently without adult intervention. Provision offers seamless access to the outdoor area with the doors open throughout the session and, as a result, children can choose where to play.

Leaders have maximised the development of the outdoor area to promote children's curiosity and provide them with rich opportunities. They use the wide range of resources in the outdoor area, such as bicycles and tools for planting, to stimulate children's play and learning. Suitable footwear and clothing are available for inclement weather, which allows children to play outside, whatever the weather. The environment enables children to make choices for themselves while playing and learning independently.

Leadership and management: Good

The leader has a strong vision and leads by example, treating the children and team members with respect and care. Leaders have drawn up a purposeful statement of purpose and have appropriate policies in place. Practitioners work well together and share ideas which focus on developing children's skills and supporting their interests. Practitioners are given beneficial opportunities to develop professionally. This has a positive effect on the provision offered to children. For example, as a result of woodwork training, a woodshed has been created in the outdoor area to develop opportunities for children to develop their physical skills and fine motor skills.

The setting's self-evaluation procedures focus effectively on a variety of evidence and input from all stakeholders. Leaders identify strengths and areas for improvement, with a continuous focus on developing provision for children and supporting their well-being. For example, practitioners have focused on developing the way in which they consider children's interests when developing the outdoor area. The outdoor area now provides an effective range of resources that hold the children's interest successfully.

Leaders ensure that robust recruitment processes are implemented and ensure that they have relevant checks before new practitioners start working with the children. Leaders ensure that they hold annual evaluation meetings and regular supervision meetings with practitioners.

Leaders allocate funding appropriately by making effective use of local and national grants, which has a positive effect on the quality of provision. An example of this is the resources that have been purchased, such as the waterproof clothing which enables the children to access the outdoor area whatever the weather. This has a positive effect on children's well-being.

Leaders and practitioners have a strong relationship with parents and carers. They communicate with them effectively for the benefit and development of the children.

Leaders and practitioners use social media effectively to inform parents and carers about relevant events and developments. They also share a newsletter each term to discuss important dates and events that are taking place during the term. The setting's main policies and procedures are displayed clearly to parents by the main entrance.

Leaders have a close relationship with the local school. Children are given beneficial opportunities to visit regularly to take part in activities such as singing sessions and to enjoy stories. This facilitates the transition process successfully. Leaders work beneficially with organisations in the local area. For example, they organise an annual Christmas fayre and take part in the local agricultural show.

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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Publication date: 17/12/2024