



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

A report on

Cylch Meithrin Saron and Hendre

**Saron Chapel Vestry
Saron
Ammanford
SA18 3LN**

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 Saron and Hendre

Name of setting	Cylch Meithrin Saron and Hendre
Category of care provided	Full day care
Registered person(s)	Gwenda Easton
Responsible individual (if applicable)	
Person in charge	Catherine Bladon
Number of places	30
Age range of children	2-3 years old
Number of 3 and 4-year-old children	10
Number of children who receive funding for early education	6
Opening days / times	Monday to Friday 8.45-2.45
Flying Start service	No
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	This is the first inspection following re-registration
Date of previous Estyn inspection	November 2017
Dates of this inspection visit(s)	19/11/2024

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop risk assessments further to include activities in the outdoor areas

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 feel very happy at the setting and settle well there. They receive a warm welcome on arrival. The very few who are unsure relax quickly when they are comforted by practitioners. Nearly all children immerse themselves in an activity as soon as they arrive.

Children have a very strong voice at the setting. They make choices and decisions about how to spend their time. Children are familiar with the daily routines and engage with the activities that are provided for them. They are comfortable knowing that there is no pressure on them to participate if they do not want to. For example, during the story and singing session, some chose to go and play rather than sit on the mat.

Nearly all children feel safe in their environment. They show obvious affection towards the practitioners and approach them happily and comfortably to invite them to join in their play or to read a story.

Nearly all children take an enthusiastic and continuous interest in their play. There is a wide variety of interesting and exciting activities for them to choose from. Most children show perseverance in their play and learning by using resources that interest them for appropriate periods. For example, children enjoy experimenting with the equipment in the water tray or role-playing in the kitchen.

Most children have formed positive relationships with their peers. They enjoy their play and learning activities and express their enjoyment regularly by smiling and laughing. For example, they are happy and enthusiastic when experimenting with tyres on the indoor ramp. Most children develop their physical skills effectively by using the good range of equipment that is provided for them. They persevere and

concentrate for appropriate periods when climbing on the outdoor equipment and balancing on the bicycles.

Social periods are used well to move learning forward. For example, practitioners eat lunch with the children at the table, discuss with children in a relaxed manner and model manners, and encourage children to do the same.

Most children develop their independent skills very well when persevering while trying to put on their rainsuit and wellingtons. During snack time, they collect dishes and utensils independently, pour their drink and spread butter on toast without support. Nearly all children also wash and dry their hands and place the paper towel in the bin independently.

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

Most children make excellent progress from their starting points and develop their skills successfully across all areas of learning. Nearly all children listen and communicate well when playing and interacting with practitioners and their friends and say 'diolch' ('thank you') naturally while playing. They demonstrate perseverance and resilience and immerse themselves in their play, for example when making lemonade in the water tray with a variety of objects, including a jug, a scoop and pieces of lemon.

Nearly all children enjoy beneficial opportunities to learn about other cultures and beliefs through discussions, stories and activities. For example, they read a wide variety of stories that include characters from different cultures to promote children's cultural awareness effectively.

Most children show an interest in books and handle them with respect. They enjoy looking at them with an adult and independently. Their pre-reading skills develop excellently; for example, children follow print with a finger when reading a story and point to the pictures when telling a story to a friend. Nearly all children's oral skills develop very effectively and they have well-developed language skills and a wide vocabulary. For example, they are confident when discussing who might be at the door when the bell rings. They respond very confidently in Welsh and are keen to join in when playing language games and singing. A majority of children enjoy making marks by using a variety of large and small mark-making equipment successfully, for example when taking notes while working in the office or when chalking a variety of objects outside.

Most children's numeracy skills develop very well and a majority count to ten successfully. Most use the Welsh words for colours and numbers. Nearly all recognise familiar shapes, for example by pointing at large soft shapes or creating a stepping stone path to avoid the 'lava' on the floor. They experiment with shape very skilfully when building wooden pieces and use correct mathematical vocabulary to describe a site when looking for rain boots and warm clothes to go outside to play. A majority enjoy joining in with a range of mathematical songs and nursery rhymes successfully, for example when counting down from five when singing a song about Five Crocodiles.

Most children's digital skills develop purposefully. They use a range of equipment independently to enrich their play and learning. For example, children role play with computers, calculators and telephones in the office and take pictures of the environment with a digital camera.

Nearly all children explore the outdoor area confidently and develop their gross motor skills very effectively, for example as children climb the ladder and the climbing frame or when jumping off the wooden pallets. A majority of children develop co-ordination skills skilfully with increasing control, for example when controlling a variety of bicycles and steering them successfully down the slope.

Most children's creative skills develop effectively. They make wise decisions and choices about what to use when working creatively. In the dough, they roll, pull, squeeze and add natural materials, such as sand, to change the texture of the dough when making biscuits. Most are able to express themselves well then role-playing within a real-life context effectively. They play together imaginatively and immerse themselves fully for a period of time while wearing fancy dress and role-playing as footballers and supporters at a football match.

Care and development: Good

Practitioners have formed close and natural relationships with the children and speak to them tenderly and kindly, treating them with care and respect. They communicate effectively and celebrate children's successes regularly by praising them verbally, for example when a child shares resources and takes turns when making dough. Practitioners support children to select their own activities and resources both indoors and outdoors.

Practitioners have very sound knowledge of how to protect children and know what to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners work well to keep children safe and healthy. They keep accurate attendance records and a visitors' book and conduct fire drills, all of which contribute to ensuring safe provision for children. Practitioners follow the setting's thorough policies and procedures in relation to hygiene and health and safety. They complete relevant and detailed records of accidents, concerns and incidents.

Practitioners promote healthy lifestyles with the children. They encourage children to wash their hands independently at the appropriate times and provide healthy snacks and milk or water to drink. Practitioners ensure that there are regular and beneficial opportunities for them to develop their physical skills and spend time outside in the fresh air. As a result, they promote physical activities successfully and provide regular opportunities for children to develop adventurous and skilful attitudes to learning. Practitioners are very aware of the children's backgrounds and provide inclusive and effective resources and activities to support this. For example, they place numbers, flags and vocabulary from the children's homes in the areas to enrich them.

Practitioners have effective arrangements to identify and support children's individual needs, including children with additional learning needs. Practitioners gather sufficient information about children's preferences, needs and any other relevant

information before they begin to attend the setting. This enables them to plan effectively for individuals' needs, where necessary. There are robust procedures in place to ensure that practitioners are able to work successfully with external agencies to provide any additional support, as necessary. Information is shared with parents regularly through informal conversations and termly meetings. This ensures that they receive up-to-date information about their children's development effectively.

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

Practitioners have a wonderful relationship with the children and have a very sound understanding of each child's needs. They provide a broad and balanced curriculum that offers valuable experiences and responds extremely successfully to children's needs. They develop their teaching methods in line with the principles of Curriculum for Wales very effectively. Practitioners are masterful in terms of planning for play and learning experiences to develop all children's skills robustly. They work together extremely effectively to foster a positive, homely feel within a setting that encourages children to be independent and inquisitive.

Practitioners have an excellent understanding of how children learn through play and exploration. They plan areas very effectively to provide a wide variety of purposeful and stimulating experiences for children in the indoor and outdoor areas and make excellent use of them.

Practitioners plan interesting opportunities to develop children's literacy, numeracy and digital skills purposefully. They promote responsive planning in a highly skilful manner that encourages children's curiosity. For example, they venture outside to explore the environment on a freezing cold, snowy morning. Practitioners encourage children to develop effective numeracy skills through a variety of purposeful opportunities, such as counting how many cups of flour or water when making dough or counting to three when pouring their own water when they are thirsty. Practitioners promote children's problem-solving and communication skills exceptionally well. They encourage children to ask and answer questions and make comments that encourage them to think about what they are doing. Practitioners model spoken language clearly by using familiar vocabulary and patterns and talking naturally to the children.

Practitioners ensure that children are adventurous and develop their physical skills successfully by planning very high-quality experiences. A range of indoor and outdoor learning and play experiences have a positive effect on children's development. Practitioners play alongside the children extremely effectively to support learning successfully. For example, they race down the slope on a balance bike to encourage children to do the same.

Provision to develop children's social, moral, cultural and spiritual skills is excellent. Practitioners plan skilfully to ensure that the environment is comprehensive and fosters a strong sense of belonging, for example by displaying pictures of the children's families in the lounge. They promote Welsh culture very well by raising children's awareness of traditions and significant celebrations, such as Remembrance Day. They teach children about the difference between right and wrong and the importance of respecting others. Practitioners support children very

effectively to be kind to each other by discussing calmly and modelling positive behaviour.

Practitioners' teaching methods succeed in motivating children to develop a wide range of skills robustly. They conduct extensive observations regularly which focus on children's progress. As a result, practitioners plan very effectively to respond to children's needs and move the learning forward. Practitioners share information about children with each other skilfully and adapt provision as necessary. They reflect extremely effectively to ensure that provision always meets children's requirements.

Practitioners have an excellent awareness of the importance of child development and use this positively to respond to their individual needs. They work together excellently to ensure that robust plans and procedures are in place for children with additional learning needs.

Environment: Good

The quality of the environment is extremely rich and provides valuable opportunities for children both inside and outside the building. Practitioners organise the environment considerately to ensure interesting and stimulating areas which provide excellent experiences for children. Practitioners ensure that there is a wide range of interesting and exciting resources and equipment in the play areas. The areas include purposeful items that enhance play, for example a frying pan and cooking utensils in the mud kitchen, along with real-life items in the role-play areas, such as hard hats and gadgets. There is a wide variety of good quality resources including leaves, wooden equipment, baskets containing numerals, books and autumnal soft toys. They are stored at a low level to enable children to choose independently without adult intervention. The play areas and equipment are cleaned regularly and the resources are clean and in good condition.

A selection of resources is available to promote children's awareness of diversity and different cultures, including number sheets in different languages, books, dolls and role-play equipment such as food and dishes. This helps children to develop as tolerant citizens and to understand that there are differences in the world around them. They provide good opportunities for children to use the toilet and handwashing basins independently.

The site is secure and practitioners ensure that the doors are locked and that there is a record of every visitor. Practitioners complete basic risk assessments for the building, the outdoor area and some activities. However, they do not include all areas and activities in the risk assessments. Practitioners supervise children carefully in a safe environment. They conduct fire drills so that children can familiarise themselves with the arrangements to be followed in the event of an emergency.

Practitioners ensure that the environment is welcoming. There are photographs of the children and their families in the role-play corner. There are photographs of individual children above the pegs in the foyer and on displays showing children undertaking various activities. This contributes to the sense of belonging.

Leadership and management: Good

Leaders ensure that the setting's leadership strategies are sound and focus effectively on improving provision and children's outcomes. They set high expectations consistently well by supporting and challenging everyone to do their best. Leaders ensure that the setting's vision is realised through thorough planning and management of staff. They ensure that daily arrangements are conducted effectively and that practitioners have a sound understanding of their roles. For example, leaders include practitioners in the process of planning learning and play experiences for children. This supports the well-being and confidence of practitioners successfully and they have more ownership of their work.

Leaders prioritise the issues they would like to improve and act on them quickly and effectively. They forge beneficial links with a range of partners to improve children's health, learning and well-being. They have robust links with the local authority's advisory teacher and work with her effectively to develop and refine provision for the benefit of the children. They address concerns effectively by signposting purposefully to the correct agencies to support individuals. Leaders and practitioners forge valuable links with the wider community to foster a sense of belonging among the children. For example, they take part in the village's Christmas tree festival.

Leaders follow safe, robust and timely recruitment processes and suitability checks are completed appropriately. The performance management process has been established purposefully and there are comprehensive records with the practitioners' targets identified clearly. Leaders have robust self-evaluation and planning for improvement arrangements which are used effectively to reflect on children's progress and the strengths of provision. As a result, they have a sound understanding of strengths and areas for improvement in terms of children's education and care.

Leaders use the budget and grants sensibly to prioritise expenditure against the setting's targets. For example, they have invested in various resources to enrich children's experiences in the outdoor areas. As a result, provision offers meaningful opportunities with an authentic context for children to develop their knowledge and skills.

Leaders and practitioners have a strong relationship with parents and carers. They communicate with them regularly to be able to work effectively to improve children's well-being and learning from day to day. They meet them each term to report on the children's current progress and development. Leaders and practitioners use a variety of apps and social media purposefully to track progress and communicate skilfully. These are used well to inform parents and carers of important messages, events and to report individually on progress, development and childcare through pictures. They also share booklets of the children's work to show individuals' progress during their time at the setting. The setting's main policies and procedures are advertised clearly to parents and carers at the main entrance.

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).