



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

A report on

Cylch Meithrin Cefneithin Gorslas

**1st Mynydd Mawr Scouts Hall
Black Lion Road
Gorslas
SA14 6RS**

Date of inspection: December 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 Cefneithin Gorslas

Name of setting	Cylch Meithrin Cefneithin Gorslas
Category of care provided	Full day care
Registered person(s)	Angharad Campbell
Responsible individual (if applicable)	
Person in charge	Angharad Campbell
Number of places	19
Age range of children	2 – 4 years
Number of 3 and 4 year old children	8
Number of children funded for early education	6
Opening days / times	8.45am – 2.45pm, 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	2 November 2023
Date of previous Estyn inspection	22 November 2017
Date(s) of this/these inspection visit(s)	10/12/2024
The education session is provided between 8.45am and 11.45am.	

Summary

Theme	Rating
Well-being	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Care and development	Adequate
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

No non-compliance was identified during this inspection.

Recommendations

- R1 Strengthen children's numeracy, literacy and physical skills
- R2 Further develop the use of effective questioning to challenge children's learning and develop their vocabulary
- R3 Ensure that practitioners use observations effectively to plan the next steps in children's development
- R4 Implement recommendations identified in the recent inspection by Care Inspectorate Wales (CIW)

What happens next

The setting will produce an action plan showing how it will implement the recommendations. Estyn will monitor the setting's progress.

Main findings

Well-being: Good

Many children enjoy the company of their friends and practitioners as they socialise together. Many children make decisions for themselves when on arrival at the setting and choose where to play and with who. They enjoy the freedom to move around the learning areas, such as the Christmas small world table and the digital equipment area. Many children approach practitioners or join a group of friends depending on their choices and enjoy the role playing corner or painting with practitioners. They help themselves confidently to resources knowing that they have the freedom to do so. For example, they enjoy experimenting with dough, finding the Christmas decorations amongst the tinsel and attempting to complete jigsaw puzzles. They feel comfortable asking for help, for example, to use the talking buttons or for help putting on their rain suits and boots.

Many children settle quickly and go to play happily. Many children cope well and feel safe and comfortable. They are confident to call practitioners by their name or get their

attention when needed which shows that they have a sense of belonging. They are familiar with the daily routine and know what will be happening next, such as singing, tidying or snack time. They enjoy developing their understanding of their identity, their family and their friends. For example, during a role-play activity, some children chat happily about their memories of visiting a farm to see penguins, while others enjoy chatting about preparing to see Father Christmas. Many children enjoy looking at the display of photos of the children's families and pointing to family members.

Many children interact comfortably and develop their social skills by talking and sharing while playing. Many children respect the feelings and interests of others and learn to work together and take turns. For example, in the outdoor area, they are busy experimenting in the sand pit, helping each other move sand from the sand pit to the mud kitchen. Many children are happy to help each other, for example, sharing digital equipment such as metal detectors to find metal decorations amongst the tinsel. Some children enjoy chatting while experimenting, such as when playing with orange jelly in the water tub, they compare the liquid to honey. Many children interact well with visitors and are eager to show resources such as talking buttons or their creations made from dough.

Many children express an interest in their learning experiences, such as engaging in an activity to build a train track and putting the trains in order. Some children concentrate well when completing a task to decorate a Christmas wreath and help each other to use the prepared decorations. During the registration and singing session, some children sing enthusiastically while preparing for their concert and many enjoy counting the windows on the Advent calendar. They enjoy spontaneous activities, such as singing Christmas songs together on the microphones.

Many children are developing their independence skills, for example, when washing and drying their hands and using real crockery during snack time. They take pride in their achievements when completing daily tasks such as helping to tidy up resources, put their chairs under the tables, hanging their coats and bags, brushing their teeth and using the toilet.

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

Overall, the majority of children make suitable progress from their starting points at the setting. They show an interest in books and enjoy listening to stories being read by practitioners. The majority develop suitable early reading skills, turning the pages correctly to follow the story and recognising their names when coming to sit down for snack time.

Considering that the Welsh language is new to the majority of children when they first attend the setting, the majority of them respond to familiar directions appropriately,

although their verbal responses are limited. Overall, they enjoy joining in singing sessions, performing relevant movements that correspond to the words. Some children are starting to use familiar vocabulary and phrases when playing with encouragement from adults, for example naming familiar shapes when creating a rocket shape. However, many children do not make sufficient progress in their oral skills. In general, many children experiment suitably with a range of mark-making tools, showing robust fine motor skills. For example, when making shapes using chalk and interactive white boards. Additionally, a very small number form familiar letters correctly when writing their names.

The majority of children develop appropriate early numeracy skills. They count objects and recognise numbers up to 10 relatively confidently, for example when counting the number of children in attendance. With encouragement, the majority have begun to recognise basic two dimensional shapes appropriately. However, most children rarely use their numeracy skills when playing and learning.

The digital skills of the majority of children are developing appropriately. They use microphones and a sound recorder to record their voices and to listen to simple words and phrases and practise them. With support, they use a metal detector to search for objects and use interactive white boards to make marks and draw two dimensional shapes. Some children use a digital camera appropriately and show a good awareness of how to view previous photos, for example when taking pictures of their peers creating Christmas wreaths.

The majority of children develop suitable creative skills, for example when choosing which materials to place on a Christmas card and when creating a cardboard Christmas wreath. Additionally, many children develop their fine motor skills appropriately by handling small objects to create decorations and by rolling dough and using it to create shapes. They also make marks effectively, using different tools correctly. Although a few children practise their gross motor skills by moving buckets of sand and soil and mixing the contents in the mud kitchen, practitioners rarely provide suitable opportunities for children to practise and develop their physical skills fully.

Care and development: Adequate

Many practitioners have a relevant understanding of their responsibilities to keep children safe and follow clear arrangements to promote their health and well-being. As a result, many practitioners implement policies and procedures effectively. Practitioners have completed appropriate child safeguarding training in accordance with their responsibilities and role and they have sufficient knowledge. Many practitioners have current first aid certificates and keep accurate records of accidents and incidents. They ensure that procedures are followed during snack time and encourage children to wash their hands regularly. Many practitioners are aware of their responsibilities to safeguard

children with allergies and there are procedures in place for administering medication. Practitioners have a well-organised registration system and ensure that records of consent are in place. The setting's arrangements for safeguarding children meet the requirements.

Many practitioners have a purposeful relationship with the children. They are kind and, in general, they interact positively with children and teach them to share and take turns. However, practitioners do not ensure that they interact with children in a way that extends their learning effectively. Many practitioners supervise the children appropriately and respond to their needs. For example, they offer support to complete a jigsaw puzzle and explain the arrangements for the morning in a caring manner which creates a sense of belonging. Many practitioners praise the children and respond to their individual requirements, encouraging them to attempt different activities, such as countdown to Christmas. They also give children daily opportunities to count the children during registration. Many practitioners sit with children to look at books or help them to use mark-making boards and write their names on a piece of paper to be displayed in the role-play area. Many practitioners create a friendly atmosphere and sit by the tables with the children during snack time to promote good manners.

Many practitioners know the children well and they have a satisfactory understanding of their individual needs and wishes. Many practitioners are at hand to provide support when requested by the children, for example, to wipe their noses, change their clothes and rinse their tooth brushes. Many practitioners provide opportunities for children to enjoy social experiences and group sessions such as singing, and they identify when the children lose interest and move on to other activities. They encourage the children to be confident when providing opportunities for them to solve problems, such as sorting wooden food items into boxes. Many practitioners provide appropriate experiences which encourage children to learn by doing. For example, playing with dinosaurs in the soil, filling and emptying containers and playing with sand and jelly. When sitting with children at the snack table, many practitioners chat to the children about shapes as they wait to see if the toast being served will be cut into squares or triangles. Many practitioners provide relevant care for children with additional learning needs and receive information and advice from professional partnerships.

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

Practitioners form a beneficial relationship with the children and create a homely and friendly environment for them. They use the Welsh language appropriately to encourage children to develop their oral skills and respond suitably to simple questions and directions. Examples of best practice were seen where they asked children purposeful questions to encourage them to think and respond appropriately. However, practitioners do not always interact effectively enough with the children to extend their learning and

encourage them to communicate with each other and with adults. As a result, many children's oral skills do not develop effectively enough.

Practitioners promote the children's awareness of their Welsh identity by providing a range of beneficial learning experiences. For example, the children participate in local Eisteddfodau and celebrate important Welsh events. In general, practitioners provide suitable opportunities for children to learn about other cultures by taking part in activities during Diwali, for example. Additionally, they ensure that purposeful resources are available to promote children's understanding of equality and respect towards other people.

Practitioners have an appropriate understanding of the Curriculum for Wales and child development in general. They provide a suitable range of learning and play experiences on the whole which engage many children's interest appropriately. They consider the voice of the child when planning the theme for the term, however they do not always adapt the provision effectively enough to consider children's interests and meet their needs. Although practitioners record brief observations on children's achievements and development, they do not use these findings effectively enough to plan the next steps in their learning. As a result, a minority of children do not always engage in their learning purposefully enough to develop their skills appropriately.

Overall, practitioners prepare interesting indoor learning and play areas which enable children to make choices with some independence. For example, children enjoy pretending to cook in the role play corner and experimenting with blocks in the construction area to create different buildings. Additionally, practitioners provide a suitable range of opportunities for children to develop their early writing skills and make marks. This makes a valuable contribution to their understanding of the purpose of writing as well as strengthening their fine motor skills. However, there are limited opportunities for children to practise and develop their numeracy skills effectively enough through play. In addition, practitioners do not always plan intentionally enough to provide purposeful learning opportunities to develop children's skills in the outdoor area.

Practitioners plan suitable opportunities to develop children's spiritual, moral, social and cultural skills. They intervene appropriately to encourage children to understand basic behaviour rules such as sharing toys and taking turns. Practitioners plan beneficial opportunities for children to visit the local area from time to time which fosters a sense of belonging and develops children's awareness of the world around them. For example, children take part in physical activities in the nearby park and perform concerts in the local church.

Environment: Good

The leader ensures that the indoor and outdoor environments are safe and clean and ensures robust levels of security when children arrive at the setting and leave. Visitors sign in promptly and all records relating to the service are kept in a locked cupboard. The building's maintenance records are up to date and the leader ensures that fire drills are conducted regularly. The leader ensures that the setting and the equipment to protect the environment are serviced regularly. The leader completes purposeful risk assessments which are reviewed and used effectively. Previous external risks were discussed, which have now been addressed effectively with the use of grant funding, including a secure fence, gate and lock and barriers on either side of the external steps. The leader ensures that she identifies risks and that purposeful risk assessments and clear procedures are in place. When further actions are required, they are also recorded, however there can be some delay before they are implemented. The leader keeps a register of children and practitioners, and ensures that the practitioner:children ratios are correct at all times. She prepares information boards which display a wide range of information about staff, policies, certificates and appropriate safeguarding procedures. However, all information is not always appropriate.

The leader provides a self-contained and welcoming environment. There is a reception, the main room which includes open play areas, a kitchen for preparing snacks and a private area for children which includes the toilets that have been refurbished following the last inspection. The setting is laid out in way that is beneficial for the number of children who attend daily. The leader has introduced an area to store children's coats and bags, and children have easy access to the sufficient equipment and resources that have been stored in low units around the setting. The leader and practitioners ensure that the indoor environment provides continuous access for children to play, such as areas for books, mark-making, craft, construction and role play. During play time in the outdoor area, the leader ensures that children have access to a sloping grassy area which provides specific play areas such as water, sand, construction, exploring, planting and mark-making. They have created an adequate environment which continues to be developed with the support of grant funding. The leader and practitioners plan some opportunities for children to enjoy gardening, experimenting and using real equipment such as saucepans and buckets. They provide a designated storage box for children's waterproofs and wellingtons and children enjoy the independence of putting these on.

The leader provides a variety of resources for children which are suitable for their age and development stage. As a result, children have access to high-quality equipment, which enable them to choose and follow their interests. In general, they encourage children's personal and social development by providing experiences for them to learn about their community, diversity and the multicultural world. For example, they have dolls and books from around the world, and they adapt the environment, for example by creating a

Chinese Café. They also have displays showing the setting celebrating special dates, such as Remembrance Day, World Book Day, St David's Day, Guy Fawkes night and Easter. They welcome parents and families to take part in special occasions throughout the year and promote an ethos focussed on recycling and sustainability.

Leadership and management: Adequate

The leader and practitioners work well together to create a happy, friendly and warm atmosphere. The leader has a suitable vision based on providing Welsh-medium education and care for children to prepare them for the next steps in their learning. She shares this vision successfully with staff, parents and members of the management committee. The leader ensures that the statement of purpose is up to date and reflects the setting's work appropriately.

Overall, the leader makes suitable use of beneficial self-evaluation activities to identify strengths and areas for improvement. As well as listening to feedback from parents and carers, she listens to advice from stakeholders such as local authority officers and takes suitable actions to support the process. The leader recognises priorities for improvement appropriately. These are included in an improvement plan which identifies the need to improve children's communication skills and develop the outdoor provision. However, the leader has not addressed the important recommendations from the last inspection by Care Inspectorate Wales (CIW) effectively enough.

The leader works closely with members of the committee to ensure funding is allocated appropriately as required. Grants are used appropriately to improve the provision and to support specific groups of children, including the small number that have additional learning needs. The leader ensures that safe recruitment processes are in place and evaluates staff performance regularly. On the whole, she provides suitable support and training to support the needs of staff. Having said that, targets set are not always sufficiently insightful or relevant to promote their personal development.

The leader and practitioners have a close relationship with parents and carers. They share information with them about their children's general well-being and development regularly. They meet most of them informally on a daily basis and share information with them regularly through a digital app. This strengthens the relationship between the setting and the home and ensures that parents and carers are given the latest information about their children's development.

The leader promotes and encourages beneficial links with the local community which has a positive impact on children's learning experiences and ensures that they feel like they are a part of their community. This includes holding occasional discussions with local school leaders in order to support children's transition arrangements and to prepare them

for the next stage in their education. They also collaborate well with local companies and businesses, for example by working with a business to print the children's Christmas card designs. The leader and practitioners also take advantage of beneficial opportunities within the area to provide experiences for children to engage with other children and strengthen their sense of belonging. For example, they take part in the local school's sports day and compete at the local Eisteddfod in the village of Cefneithin.

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 rating 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 Prysg (Welsh to English).