



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

**A report on**

**Cylch Meithrin Llanddarog a Drefach  
Ysgol y Gwendraeth  
Drefach  
Llanelli  
SA14 7AB**

**Date of inspection: April 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Llanddarog a Drefach

Name of setting	Cylch Meithrin Llanddarog a Drefach
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Kim Lewis
Person in charge	Kim Lewis
Number of places	40
Age range of children	2-3 years
Number of children funded for up to two terms	17
Number of children funded for up to five terms	0
Opening days / times	Monday – Friday 08:00am-5.30pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the Welsh language “active offer”. It provides a service that anticipates, identifies and meets the needs of people who use or may use the service, in terms of the Welsh language and its culture
Date of previous CIW inspection	July 2017
Date of previous Estyn inspection	December 2014
Dates of this inspection visit(s)	29 and 30 April 2019
Additional information	

## Summary

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

## Non-compliance

**We informed the provider that improvements are needed in relation to the following regulations, and these must be addressed in order to meet the legal requirements fully.**

Regulation 16: Review of Quality of Care: The responsible individual has not established and maintained an effective system for monitoring, reviewing and improving the quality of care given to children annually

Regulation 28: Suitability of Workers: The responsible individual does not comply with this regulation as she has not ensured two references for each practitioner

Regulation 31: Provision of information: The responsible individual has not notified CIW of specific events under this regulation

**We have not issued a notice on this occasion, as there was no direct and significant impact on children using the service.**

**We expect the responsible individual to take action to rectify this, and it will be followed up at the next inspection.**

## Recommendations

R1 Improve children's oral skills

R2 Ensure beneficial opportunities to develop children's independent skills effectively

R3 Plan purposefully to enable children to apply their skills increasingly across the curriculum

R4 Ensure that risk assessments are updated in a timely manner

R5 Strengthen existing systems to ensure that all records and documents are accurate, effective and completed in a timely manner

R6 Address all cases of non-compliance noted during the inspection

## What happens next

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

## Main findings

### **Wellbeing: Good**

Most children arrive at the setting happily and cope well when separated from their parents. They settle quickly and go straight to their activities without fuss. Almost all children have a lovely relationship with practitioners and know they can turn to them for support if needed.

Most children are confident when making effective decisions and choices regarding their play and learning. For example, most children can express clearly which song they want to sing during circle time. The majority of children are confident to express their opinion effectively. When gathering for food, most children respond appropriately to conversation with practitioners even though their responses are usually very short.

Most children are given an opportunity to discuss their feelings and they are sensitive to other people's emotions. For example, most of the three year olds recognise vocabulary in a story which conveys feelings and match them to happy, sad and scared faces.

Most children behave well. They respect the resources and their peers, share resources and start to take turns successfully. For example, when socialising and waiting their turn to look for frogs in the water tub.

Many children can recognise their names when self-registering during circle time and most children enjoy the various activities available to them. When children have opportunities to do things independently, they achieve well.

Most older children can maintain their interest and concentrate on activities, especially free play, for a period which is appropriate to their age. For example, there was a lot of excitement outside as children played on the bikes and children can concentrate very carefully for appropriate periods.

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

The majority of children make strong progress in developing their literacy and numeracy skills from their starting points. However, a few more able children do not always make as much progress as they could.

Considering their starting points, many children make good progress developing useful understanding of the language soon after starting at the setting. Almost all listen well responding to daily instructions correctly and responding simply to questions. However, the majority of children are not confident when discussing in Welsh and as a result, their extended responses in sentences are limited. Many

enjoy going to the reading corner to listen and respond to a story, with the majority choosing to go voluntarily. They develop a sound understanding of how to hold books and turn pages correctly. Many children use felt pens, chalk and paint to make marks independently and with increasing control. However, they do not practice following a pattern regularly enough to develop control and mark for a purpose.

Many children develop good numeracy skills. They count objects up to five correctly, for example when counting how many different insects went into Bili Broga's mouth. A minority of children count to ten and beyond accurately without prompting. Many can name simple two dimensional shapes correctly. They compare the size of objects confidently and can state orally whether they are 'yn llai' (smaller) or 'yn fwy' (bigger), 'yn fach' (small) or 'yn fawr' (big).

Many children are starting to use a range of information and communication technology (ICT) equipment fairly confidently by using a computer, tablets and electronic devices in focused and continuous activities. Many develop fine motor skills successfully when learning to control the computer mouse purposefully to create a picture of a purple frog.

Children develop independent skills appropriately and the majority can wash their hands and roll up their sleeves independently. However, their problem solving skills have not developed sufficiently. For example, there aren't enough opportunities available for them to develop their problem solving skills during role play and outdoor activities.

The majority of children develop good physical skills by using blocks to build a tower or by pedalling a tricycle. However, their skills to take part in risk-taking activities or throwing at a target are not sufficiently robust. Most develop effective creative skills, for example when creating pictures and painting. Many can recall facts and are starting to use thinking skills appropriately when responding to questions and guessing what could happen next.

### **Care and development: Adequate**

Almost all practitioners implement the behaviour policy effectively and most praise children for good behaviour. Almost all practitioners have an appropriate understanding of the child protection policy and are aware of the processes to follow.

Almost all practitioners have current first aid and food hygiene certificates and they follow the policies effectively. For example, washing hands regularly is an integral part of their processes and they can deal with minor injuries or incidents effectively. They also record incidents and accidents appropriately. Fire drills are held regularly and the leader keeps a fairly organised record of these. There are adequate systems in place to register children and practitioners daily but the system is not always effective enough and there is inconsistency in the way attendance is administered.

Overall, practitioners have the necessary details about the children along with consent for emergency medical treatment. However, in a small minority of cases, not all additional documents including consents are collected before children start at the setting. The recruitment process does not always meet the requirements and risk assessments are not updated in a timely manner. As a result, the setting's arrangements for safeguarding children do not meet the requirements sufficiently and are a cause for concern.

Many practitioners provide sufficient opportunities for children to develop their independent skills but the majority intervene excessively at times. For example, by not transferring duties to children to lay the table and serve refreshments to their peers at snack time. A helper of the day system is in place but it is not used consistently or to its full potential at the moment. Therefore, children do not have enough opportunities to practice and develop their independent skills fully.

Practitioners support children appropriately during activities but they do not always question them effectively enough in order to extend their thinking skills. Practitioners are implementing changes introduced very recently to improve the provision. For example, they have reorganised their approach to providing care and education but those changes have not had enough opportunity to come to fruition fully to date.

Almost all practitioners know the children very well and have developed a close relationship with them. They offer responsive care. For example, they were offering responsive care to new children and comforting them effectively.

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

One of the setting's strengths is the positive working relationship practitioners have with children and the way in which they use praise and manage children's behaviour successfully. As a result, many concentrate and persevere during sessions.

Practitioners have a suitable understanding of the principles of the foundation phase. They respond appropriately to internal training from the local authority and plan a range of valuable learning experiences which succeed in engaging many children. In general, practitioners ensure an appropriate balance between activities led by children and those guided by adults.

Recently, the setting has adopted a new planning system in order to respond better to the philosophy of the foundation phase. The plans are starting to build effectively on children's previous learning by offering valuable opportunities to develop children's literacy and numeracy skills during focused tasks. Practitioners continue to refine their planning so that children can develop skills systematically over a period. However, the planning does not identify differentiated activities to challenge all children effectively or ensures that children practice their numeracy or ICT skills across the areas of learning often enough.

The setting invites visitors and uses the local area to enrich children's learning experiences effectively. For example, a visit to a pet shop has developed their understanding of how to care for living creatures well. Children learn about their locality by visiting the park and taking part in social events such as lighting the village Christmas tree.

Practitioners offer good opportunities for children to learn about Wales' culture and traditions. Practitioners use Welsh well throughout the sessions and encourage the children to join in Welsh language songs. This has a positive impact on children's understanding of the language.

Practitioners provide a range of valuable experiences in order to foster children's moral, social and cultural development successfully. For example, they raise children's awareness of people who are less fortunate by arranging a collection for the local food bank and collecting clothes. Children have valuable opportunities to develop understanding of different cultures by learning about the Chinese New Year and Divali.

Practitioners know the children well and are starting to develop useful procedures to observe and assess their development. Their information and understanding of the expectations for all areas of learning are developing suitably and they are starting to use information from observations to identify the next steps in children's learning. Practitioners give parents and carers valuable information about how their children are progressing in their learning.

### **Environment: Adequate**

Managers ensure that they provide a homely and welcoming environment for children. During the sessions, practitioners ensure that the doors and external gate are closed and they ask all visitors to sign the visitors book. There is a display with photographs of practitioners and some information about them in the corridor, for the benefit of parents and visitors. Managers operate a robust system to ensure that all children leave at the end of a session with a parent or carer who is known to managers.

As the setting has grown in size, managers have reorganised the environment appropriately, which, for the most part, provides appropriate learning areas and opportunities for children. They ensure a wide variety of good resources for children. However, practitioners do not always use all the equipment effectively enough at the moment to extend children's learning experiences. For example, they do not use the equipment to develop physical skills regularly enough in sessions.

There are effective systems in place to ensure that equipment and systems are checked regularly. For example, electrical equipment and firefighting equipment are checked annually. There are suitable risk assessments in place which are updated annually. However, leaders have not updated them to incorporate recent changes such as collecting children from school and ensuring that the piano is secure.



Although practitioners complete a daily check list, records are not always fully effective and leaders do not always ensure that there are timely actions in place to reduce potential risks.

Managers provide a variety of clean and appropriate resources which are well-maintained and, for the most part, stored within children's reach. However, not all aspects of the environment always offer opportunities for children to develop their independent skills fully.

Managers have been proactive in using a section of the lobby to create an additional toilet for practitioners and they have also created a designated storage cupboard in the lobby. As a result, they have one toilet for every 10 children.

### **Leadership and management: Adequate**

Following an increase in the number of children, time was spent attempting to respond to new challenges and forming a comparatively new team of practitioners. With recent help from local authority officers the leader has managed the change better. As a result, there is more focus on raising standards and strengthening the provision and leadership. This contributes well to realising the leader's vision of providing a caring, homely and stimulating atmosphere for children.

Staff roles and responsibilities are now defined clearly and most staff understand their roles and are starting to fulfil them more successfully. However, managers do not always ensure that their recruitment arrangements are robust enough as they do not ensure that all practitioners have two references. From a sample of staff files, only one reference was available for them and those were acquired very recently even though the practitioners had been working at the setting for months. Practitioners have received internal training on implementing the foundation phase in order to gain a better understanding of their work. This is beginning to influence the way in which staff provide for children. Since January, leaders have established a regular daily routine to provide learning experiences which meet the requirements of the foundation phase appropriately. Staff meetings are held regularly to enable practitioners to share perspectives and discuss children's needs. These sessions are formal and focus appropriately on children's progress.

Leaders are establishing a suitable system for evaluating practitioners' work. They observe and inspect practice during sessions and set agreed targets to meet their developmental needs. However, these targets are not linked to the setting's targets set out in its development plan and this impedes the improvement needed.

With the support of local authority officers, leaders are developing a suitable range of activities to identify the setting's strengths and weaknesses. The arrangements focus on evaluating the provision and considering the views of practitioners, the management committee, parents and carers and the local authority appropriately. There are good links between the improvement plan and the findings of the self-evaluation processes. However, the targets for improvement are not measurable

enough and this makes it difficult for leaders to identify progress. In addition, the process does not comply fully with the requirements of the regulations.

Managers have introduced changes in order to facilitate the new arrangement but they have not notified Care Inspectorate Wales of relevant events. For example, CIW was not informed of new practitioners or changes to the building.

The setting benefits from a valuable partnership with parents. For example, leaders give parents good information about activities through a social website. Positive links with local schools help the transition experiences for most children. Leaders work well with county officers and are very dependent on the support.

## 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 judgement 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).**

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