



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

A report on

**Cylch Meithrin Llanllwni
Ysgol Gynradd Llanllwni
Llanllwni
Carmarthenshire
SA39 9DX**

Date of inspection: October 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llanllwni

Name of setting	Cylch Meithrin Llanllwni
Category of care provided	Sessional Day Care
Registered person(s)	Glenys Evans
Responsible individual (if applicable)	
Person in charge	Nerys Thomas
Number of places	9
Age range of children	2-4
Number of children funded for up to two terms	4
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday between 8.45 and 12.00
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 "active offer" for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use the service.
Date of previous CIW inspection	17/03/2017
Date of previous Estyn inspection	09/12/2009
Dates of this inspection visit(s)	22/10/2019
Additional information: Almost all of the children come from homes where some Welsh is spoken.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	N/A
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 areas of non-compliance were identified during this inspection.

Recommendations

- R1 Develop child assessment procedures in order to plan the next steps in the learning
- R2 Ensure that the priorities for improvement develop the setting over a reasonable period of time

What happens next

The setting will produce an action plan to show how it will address the recommendations.

Main findings

Wellbeing: Good

Most children make purposeful choices about their activities. Most are happy and confident when choosing resources during free play sessions. They express and communicate their interests and preferences confidently. The majority of children concentrate well for extended periods of time by sitting, while a very few choose to stand and listen to the stories. Most children choose their activities independently when they arrive in the morning, for example when choosing to go to the reading area to look at books or to use the chalk to make marks by the easel. As a result, almost every child has a voice at the setting.

Nearly all children cope very well when leaving their parents and carers at the beginning of the session. They are eager to see the practitioners and run to them and smile. There is a lovely relationship between the children and the practitioners. Nearly all children show feelings of success, for example when using fine motor skills and respond happily to praise from practitioners. Nearly all children gain confidence in their activities and foster a sense of belonging as they see their creative work being displayed. For example, children smile when showing their clay-modelling work to their friends.

Nearly all children strive to co-operate well with others and understand the need to wait their turn, at times. For example, children wait for help from practitioners to cut with scissors. Most behave well and listen to instructions carefully to tidy-up art and craft resources. They respect others by apologising for accidents that affect others and saying 'thank you' for food that is given to them. Most children develop a sound understanding of right and wrong by complying with rules to come down from equipment that could affect their safety.

Most children enjoy their play and learning activities. For example, children are keen to produce creative work and are eager to please practitioners by doing their best when gluing pieces of material to create a hedgehog mask. Most use problem-solving skills when playing freely and persevere to find the most suitable way to play with an electric toy. Most children respond with excitement and curiosity when playing in the outdoor area on bikes and scooters.

The majority of children are developing good independence skills. For example, during snack time, the helper of the day distributes food and plates to his/her peers, while almost all of the children are able to pour milk into their cups. At times, the older children help the small children to distribute food in order to show them what to do. Some children go to the toilet on their own without practitioners' help and wash their hands independently. The majority of children are able to wear their own coats correctly, without the help of an adult.

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

There is no report on children's learning. The reason for this is because there were not enough three or four year olds present at the time of the inspection who are not receiving funded education elsewhere to be able to report without identifying individual children.

Care and development: Good

Practitioners prioritise children's health and safety successfully. They have effective procedures in place and implement policies relevantly and purposefully. For example, practitioners disinfect dining areas regularly and keep a detailed record of cleaning. They ensure good management and excellent care when assessing risk, for example when using the steep stairs to access the nappy-changing area. All practitioners have received relevant child protection training and are familiar with the procedures to follow should there be any concerns about children. Nearly all practitioners have completed paediatric first aid training and record accidents appropriately. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners make good use of procedures to stop the spread of infection, for example by encouraging children to wash their hands before eating food. Practitioners promote healthy eating and keeping fit successfully, for example by giving children valuable opportunities to cook vegetable soup and through daily exercise. Practitioners are aware of allergies and intolerances to particular foods and ensure that children's needs are met effectively.

Practitioners have a close and warm relationship with the children and treat them with care and respect. They adhere to the behaviour policy and set a good example of positive behaviour by taking every opportunity to praise the children. For example, children are given constant encouragement and praise for trying to dress themselves. Children are encouraged to be polite by saying 'thank you' at mealtimes. They understand how to prevent any feeling of frustration and conflict, for example by coming down to the child's level, talking and drawing the child's attention towards something else that is of interest to him/her.

Children are provided with rich opportunities to learn about nature by providing them with real resources to sort and organise objects based on the theme of autumn. For example, children sort long and short twigs and arrange them in order of size. Practitioners ensure beneficial opportunities to develop children's independent skills. Practitioners understand and know the children well and respect their needs. For example, children who need extra time to complete ICT activities and to create soft clay models are respected. Practitioners work closely with each other to meet children's needs effectively.

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

Practitioners have a positive working relationship with children. Practitioners consider the children's voice carefully when planning interesting activities that develop children's skills successfully. For example, many children use a finger and thumb effectively to lift small resources from a bowl on the table, before threading them carefully onto thin pieces of pasta pushed into a piece of clay. They consider children's ideas effectively by drawing mind maps together on a large piece of card and inviting children to note their ideas with early writing marks before displaying them on the wall. Stimulating activities are planned that ensure an appropriate balance between adult-led activities and those chosen by children. As a result, most children concentrate for extended periods of time. Practitioners provide valuable

opportunities for children to reinforce their skills by including resources from the focus activity to enrich the continuous provision. They plan activities skilfully to develop children's literacy and numeracy skills, for example, by giving children opportunities to count hedgehogs (soft toys) that have been hidden in a box full of autumn leaves.

Practitioners model language patterns effectively. For example, they introduce new adjectives to children when creating models of hedgehogs. Practitioners make rich use of the local dialect when talking to children. Practitioners question the children openly, listen to their answers and extend the discussion skilfully. However, practitioners do not always take advantage of the opportunity to encourage children to repeat vocabulary and syntax in Welsh.

Practitioners plan purposeful opportunities to raise the children's awareness of the traditions and celebrations of Wales's cultures. For example, they hold a birthday party for Sali Mali and give children valuable opportunities to join in Welsh karaoke songs.

Provision for children's moral, spiritual, cultural and social development is developing effectively. For example, they make good use of a visitor with chicks to the setting to develop a sense of wonder about the world.

One of the setting's strengths is the lovely relationship between practitioners and children. They manage interactions between the children with care and consistency. This has a beneficial effect on children's behaviour and creates a homely and fair atmosphere in the setting.

The setting has useful procedures to assess and track children's progress from their starting points. However, these are still in their early days and practitioners do not make enough use of these procedures to plan the next steps in children's learning. Practitioners give oral feedback to parents regularly and make useful suggestions on how they can help their children.

Environment: Good

Leaders ensure a safe environment for the children. Access to the building is through a secure door and visitors are asked to sign-in promptly. Practitioners make good use of the internal and external environment and prepare thorough risk assessments for them.

Building maintenance records are up-to-date and practitioners ensure that fire drills are carried out regularly. They ensure that they check and clean resources regularly to provide a safe and clean environment. Leaders provide purpose-built toilet facilities within the building, which ensure opportunities to respect children's privacy and washing.

Leaders ensure that the whole environment offers a wide range of play opportunities that promote children's overall development effectively. They ensure that the outdoor area is used regularly and is an area that develops play and the learning purposefully. They provide stimulating play areas inside the building. For example, the areas are based on the term's theme and every area enriches previous learning effectively. Practitioners ensure that resources are within children's reach. This

develops children's independence well. There are beneficial opportunities to develop fine motor skills through the use of scissors, natural resources, boards and marking resources. Practitioners provide colourful displays that enrich children's language and mathematics skills effectively, while also celebrating children's colourful work. Suitable resources for developing cultural awareness are available, which include books, dolls and table activities.

Leadership and management: Good

The leader, who is relatively new to her role, has a clear vision for the setting that is based on ensuring that children develop in a caring and supportive environment. There is an effective working relationship between practitioners, which ensures rewarding experiences for children. The leader discusses the setting's progress and areas for improvement regularly with the registered individual, which ensures that the registered individual plays an active role in the setting.

Practitioners know the setting well. Within a short period of time, the leader has used the setting's self-evaluation procedures to identify strengths and areas for improvement effectively. The leader also co-operates well with the local authority officer on evaluating the setting's work in order to set priorities for improvement. The action plan identifies improvement targets clearly, for example strengthening ITC resources to promote children's skills. However, targets are not always measurable enough to monitor the setting's actions and development over an appropriate period of time.

Robust procedures are in place to appoint and support staff. The registered individual ensures that practitioners have appropriate qualifications to perform their jobs, that their certificates are up-to-date and that they attend relevant training to support children's needs effectively. The registered individual monitors the setting's work purposefully and writes a report for practitioners, who agree on the areas for development. This ensures that practitioners have a sound understanding of the priorities for improvement. The committee is very active and supports the setting strongly. They maintain a useful social website, which is only available to practitioners and parents of the setting's children. This provides them with information on new policies, letters and events at the setting and in the community.

The setting co-operates successfully with a range of partners, such as parents, the advisory teacher, Mudiad Meithrin and the school. This makes a positive contribution to the children's wellbeing. Parents are very happy with the setting and feel that they receive oral feedback on their children's wellbeing and progress on a regular basis, as they drop off and collect their children on a daily basis. Practitioners have a clear understanding of each child's individual needs or concerns. The leader contributes regularly to the setting's social website so that parents are aware of what their child is learning at the setting.

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 evaluates 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).

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 24/12/2019