



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

**A report on**

**Cylch Meithrin Penygroes  
Ysgol Bro Lleu Site  
Kings Road  
Penygroes  
Caernarfon  
LL54 6RE**

**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 Penygroes

Name of setting	Cylch Meithrin Penygroes
Category of care provided	Full Day Care
Registered person(s)	Elen Pritchard, Sara Roberts
Responsible individual (if applicable)	
Person in charge	Llinos Jones
Number of places	18
Age range of children	2 – 4 years
Number of children funded for up to two terms	5
Number of children funded for up to five terms	8
Opening days / times	Monday – Friday; 08.30 – 14.45
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	15/05/2017
Date of previous Estyn inspection	
Dates of this inspection visit(s)	02/04/2019
Additional information	Cylch Meithrin Penygroes is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.

## Summary

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

## **Non-compliance**

**No areas of non-compliance were identified during this inspection.**

## **Recommendations**

- R1 Ensure that the voice of children and staff feeds into the planning process more effectively
- R2 Reinforce the supervision and performance management processes for practitioners

## **What happens next**

Nothing in follow-up activity. 'The setting will produce an action plan showing how it will address the recommendations.'

## Main findings

### **Wellbeing: Good**

The majority of children communicate their needs confidently and their requests are met immediately. For example, one child said that they did not like the taste of mango at snack time and following a positive response they leave the fruit to one side. A number of children have plenty of opportunities to choose what they want to do and where they want to play.

The majority of children have a close relationship with practitioners who enable them to cope with being separated from their parents. For example, one child runs immediately to one practitioner when they arrive at the setting and goes to play happily with friends after being comforted. The majority of children are fully engaged with a variety of activities and enjoy chatting with practitioners about their families and interests. The majority of children understand the daily routine and sit happily together during registration.

The majority of children interact well with each other, understand the rules of behaviour and are learning to share. They show kindness towards each other. For example, one holds a friend's hand tenderly when the friend is distressed after falling outside. Almost all of the children listen to instructions well and help to tidy up after play sessions. The majority are familiar with the routine and tidy up in an organised manner. They chat happily with each other when playing and demonstrate positive signs of developing a good relationship with their peers.

The majority of children engage very well with a range of play-based activities and show lots of interest in what they do. For example, children make a special mud cake for one of the practitioners and smile when telling us that they like riding on the red and green bikes. Children enjoy role play, for example when pretending to be a vet, stating that the little toy lamb has toothache and wrapping a dressing around its face to make it better. Children report enthusiastically on the different animals they saw the previous day and respond intelligently when asked how big the pig was and the noise it made.

The majority of children are confident and enjoy developing their Welsh language skills by conducting several conversations with each other and with practitioners. They are learning how to do things for themselves, for example using the toilet and hand washing facilities independently. Almost all are learning about good physical health by eating fresh nutritious snacks and playing outdoors. They enjoy having opportunities to take responsibility through their 'helpwr heddiw' (today's helper) role and undertake this role successfully.

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

There is no report on children's learning as there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, on which we could report anonymously.

### **Care and development: Good**

Practitioners are skilled at keeping children safe and healthy and know what to do if they have a concern. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners follow good hygiene practices, ensuring that tables and kitchen surfaces are clean. They follow a nappy changing policy which corresponds with the latest infection control advice.

Practitioners ensure that children learn about good oral health, following relevant procedures to teach children to brush their teeth. Two practitioners have attended paediatric first aid courses in order to administer basic first aid if required.

Practitioners make sure that accidents and incidents are recorded appropriately and ask parents to sign to acknowledge being informed. They ensure that everyone knows how to evacuate the premises in an emergency by conducting regular fire drills.

The majority of practitioners follow the service's behaviour management policy and model behaviour extremely well. They set a clear structure for the activities and remind children continuously of what will happen next. This clarity maintains the children's interest effectively which means that children work well with each other throughout the session. Practitioners speak to children at their level and show genuine warmth and affection towards them. They take every opportunity to praise children and use positive language regularly to acknowledge every child's achievements.

Practitioners successfully plan a wide range of activities to promote children's development and enhance their experiences, responding to individual needs. For example, they keep relevant development records in order to plan for every child's play and learning. Practitioners promote children's learning successfully by sitting next to them during activities. They encourage them to discuss what they are doing and use the Welsh language at all times so that every child hears the language regularly. Practitioners show a sound awareness of child development stages by ensuring beneficial opportunities for children to develop skills in their own time. Practitioners are enthusiastic and make learning fun for children. For example, by engaging in physical activities alongside the children, laughing and smiling as they enjoy physical exercise through movement and song.

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

Cylch Meithrin Penygroes' biggest strength is the lovely working relationship which exists between children and practitioners and the way practitioners provide a stimulating and incredible learning environment for them.

Practitioners record and discuss children's outcomes regularly in order for the leader to plan bespoke activities to meet children's needs effectively. They also ensure that the activities and learning experiences engage almost all children successfully. This is supported effectively though a suitable range of visits and visitors to enrich the curriculum. For example, a visit by a group of different animals has prompted children to discuss their experiences and enrich their language with relevant adjectives. However, they do not consider the voice of the children sufficiently at the moment and practitioners' role in the planning process is not yet fully developed. The leader makes good use of the foundation phase framework and the literacy and

numeracy framework when planning. As a result, practitioners have a purposeful understanding of what children are doing well and what needs to be developed. This ensures that they plan learning experiences which develop children's skills coherently across all learning areas.

Practitioners succeed in developing children's skills in an enjoyable way. They make good use of songs, stories and daily routines in order to develop children's language skills robustly. They plan opportunities to teach numeracy skills regularly. A good example of this is activities such as looking for numbers in the sand pit with a metal detector in order to arrange them correctly, or sorting shapes into sets with hooks which develops their numeracy skills and their fine motor skills in an enjoyable way. Practitioners develop valuable experiences for children to develop their information technology and communication (ICT) skills. For example by controlling a programmable toy with support, or drawing a picture using an electronic tablet in order to stimulate them to discuss their activities further.

Practitioners are skilled at gleaning responses from children and know when to allow them to discover for themselves. They model oral language well by reinforcing language patterns and familiar vocabulary robustly. This, along with activities which promote the Welsh dimension, ensures that the Welsh ethos is strong. In general, practitioners question children effectively, in order to enhance their understanding and develop their thinking skills successfully.

The leader plans and provides valuable experiences for children to be able to develop spiritual, moral, social and cultural skills. A good example of this is the opportunity to raise money for different charities on a regular basis.

### **Environment: Good**

Leaders ensure the premises are secure and establish effective procedures to keep children safe. They ensure that there is a secure system to restrict access to the service. Leaders conduct appropriate written risk assessments for the environment and activities as needed. They are reviewed regularly to enable leaders to address any matters arising. For example, they create a written risk assessment beforehand which shows how they intend to keep children safe before the animals visit the setting. Leaders ensure that children are well supervised and that the service and resources are clean and of good quality.

Leaders manage to provide a welcoming and fun environment which motivates the children in their development and enhances their experiences. The play room is colourful with numerous displays of children's work in order to give them a sense of belonging and pride. Leaders place particular emphasis on promoting children's learning outdoors and create an environment which promotes children's natural curiosity. For example, there are areas where children can experiment in the mud kitchen, go on bikes or create marks. The whole environment promotes children's independence and enables them to learn through play fully. For example, the play areas offer plenty of space for children to move around and encourage them to explore and learn effectively.

Leaders ensure that resources and equipment support the development of children's skills and knowledge successfully. They ensure that the choice of resources and

activities encourages children to follow their interests and develop different skills. For example children plant seeds and learn how to garden and are intrigued when seeing that a caterpillar has transformed into a butterfly. Leaders provide natural items, recycled items and household items for children for craft work and modelling purposes. This promotes an ethos of sustainability in the service. Leaders ensure that resources are available to reflect the wider society for children and events such as Diwali and St David's Day are celebrated.

### **Leadership and management: Good**

The leader has a clear vision which is based on providing a service of a high standard in terms of wellbeing, care and education through the medium of Welsh. She conveys this effectively to all practitioners, parents and the wider community and leads by example by setting high expectations for practitioners. As a result, the leader has ensured clear improvements in terms of provision since she was appointed. The leader shares responsibility amongst staff purposefully and staff fulfil these conscientiously. For example, the weekly and daily routine ensures that practitioners understand their responsibilities clearly.

The leader ensures a suitable supply of practitioners who are qualified to work with the wide range of children in attendance. There are appropriate processes in place in order to ensure that practitioners understand their roles and responsibilities and make a valuable contribution towards achieving the setting's strategic aims and objectives.

The leader arranges valuable training for practitioners which is relevant to their work by attending suitable courses. This contributes well to their professional development as well as improving the quality of the provision and children's achievement and wellbeing.

In a short time, the leader has put robust arrangements in place to work with external staff for self-evaluation, and there are plans in place to include the voice of the children and practitioners more effectively in refreshing the process. The arrangements allow the leader to recognise the setting's strengths and areas for development accurately. The leader uses the development plan effectively to improve the priorities identified, for example by enriching the writing area so that children receive opportunities to write for a purpose regularly.

There are suitable arrangements in place to ensure practitioner supervision. Recently, the process of observations has restarted in order to recognise strengths and areas for improvement in the teaching, but it has not yet been embedded fully.

The setting has a wide range of valuable partnerships which have a positive impact on the provision and children's standards. The leader and practitioners work with parents effectively by sharing information about important events and reporting on their children's development. Since the leader began, she has created a valuable relationship with the local school, ensuring that they assess children's progress using the same system. She has arranged for children to visit the school, as well as arranging for the nursery class staff to visit the setting. These new steps help children to transfer smoothly.



## 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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Publication date: 10/06/2019