



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

A report on

Cylch Meithrin Tre Ficer
Cylch Meithrin Tre Ficer Llandoverly
The Cabin
Victoria Crescent
Llandoverly
Carmarthenshire
SA20 0YE

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 Tre Ficer

Name of setting	Cylch Meithrin Tre Ficer
Category of care provided	Sessional
Registered person(s)	
Responsible individual (if applicable)	Noel Wynne Jones
Person(s) in charge	Catherine Hughes
Number of places	17 (3 years) 14 (2 years)
Age range of children	2-3 years
Number of children funded for up to two terms	22
Number of children funded for up to five terms	0
Opening days / times	Monday-Friday 09:00-11:30 Monday-Wednesday 12:45-15:15
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	First post-registration inspection
Date of previous Estyn inspection	10/03/2015
Dates of this inspection visit(s)	01/10/2019
Additional information	

Summary

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

Non-compliance

We have advised the responsible individual that improvements are needed in relation to hazards and safety (regulation 25) in order to meet the legal requirements in full. The risk assessments do not ensure that all relevant areas and activities are free from avoidable risks. A non-compliance notice has not been issued on this occasion, as there was no direct or significant impact on children who use 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 Ensure that all leaders are entirely familiar with all elements of the child protection policy
- R2 Improve arrangements for large group sessions in order to ensure that all children concentrate and make valuable contributions
- R3 Ensure that practitioners take advantage of every opportunity to develop children's oral skills by repeating new vocabulary and language patterns
- R4 Ensure that leaders address the non-compliance matter

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Most children are confident when making effective decisions and choices regarding their play and learning. For example, they can express themselves clearly if they want to play outdoors or if they do not want to wear a coat to go home. Many contribute appropriately to activity planning and interesting experiences that interest them. They are confident that they have a strong voice. For example, they contribute verbally to planning and when discussing the pig hunt, one child asked whether they would be able to bring their binoculars to look for the pigs, which was allowed.

Most children feel safe and have settled well. The few who are upset seeing their parents leave approach practitioners for comfort and settle quickly. They show respect to others when arriving in the morning. For example, most children greet their friends and practitioners enthusiastically in Welsh on arrival. However, most children do not say please and thank you without prompting and only a few respond positively after being encouraged to do so.

Most children interact confidently with their peers and practitioners. When gathering for food, most children share well and respond appropriately to conversation with practitioners. Although they understand Welsh well, most responses are very short at the moment. The majority are beginning to understand their feelings and are sensitive to other people's emotions, for example, by embracing each other when saying goodbye at the end of the session.

Usually, most children show interest in their play choices. For example, almost all children are inquisitive, smile and enjoy their play as they engage fully in a shape matching game or when looking for pigs. Most children show a desire to learn and ask questions. However, many children are sometimes lively and excited in collective sessions and have difficulty controlling their enthusiasm at times.

Most children have very good independent skills. When arriving at the Cylch, the majority can find their names and photographs easily and place them confidently on the wall to mark their attendance.

They enjoy the opportunity to be the helper of the day and are very proud of their responsibilities. Almost all children can use the toilet independently and they can collect and wear their coats without fuss. They can pour water or milk from the small jugs very easily and they solve problems independently and effectively. For example, a child spilled milk on the table and another child went to get paper without prompting in order to wipe the table.

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

The majority of children are new to the Welsh language on entry. Shortly thereafter, most use familiar vocabulary and phrases to greet each other. In addition, many children use a suitable range of familiar vocabulary appropriately when counting, recognising colours and discussing the weather. Many children enjoy singing by

following the actions and lyrics successfully. Almost all children listen to adults well and follow instructions successfully during the session. The few children who speak Welsh at home are completely confident when speaking to adults and their peers.

Most children show an interest in books and enjoy listening to stories. They respond sensibly to questions and discussions about the story in small groups with an adult. However, children do not choose books completely independently in the reading area. Most children's early writing skills are developing well. For example, they draw freely on paper, make marks on a large whiteboard outside and use shaving foam to create shapes with their fingers. They express themselves confidently by being creative with a variety of marking equipment. For example, by creating pictures of the animals in the story *The Gigantic Turnip* and creating a self-portrait with colouring pencils.

Most children's numeracy skills are developing effectively. Many children count objects up to five independently and approximately half of the children count to ten confidently. For example, by counting back from five to zero collectively, showing awareness of one fewer when singing the crocodile song. Most children use counting equipment effectively to count and match a number with an object up to 10. For example, when counting how many pigs are in the basket and then matching the answer to the correct counting piece when taking part in the treasure hunt. Most children's information and communication technology (ICT) skills are developing well as they use a programmable toy confidently with support and when using remote control toys independently.

Many children solve problems very confidently, for example when choosing suitable equipment in the mud kitchen to fill saucepans and pour water and when discussing what clothes are suitable for different kinds of weather during circle time. Almost all children are developing strong physical skills as they climb, run, throw balls and ride bikes in the outdoor area. Their fine skills are developing effectively when cutting with scissors and using tweezers and magnets to pick up very small equipment.

Almost all children are developing their personal, social and emotional skills successfully. They are polite and respectful to each other and are thoughtful when sharing, taking turns and collaborating when playing. Almost all children are very happy when playing and learning with each other.

Care and development: Adequate

Practitioners promote children's health and well-being well. They encourage children to take part in outdoor activities and provide them with healthy food during snack time. All practitioners have a current food hygiene certificate and on the whole follow robust processes. However, in very few cases the procedure is not always applied consistently. Leaders ensure that they promote fire safety effectively. They test the fire alarms and keep organised records of regular fire drills. Practitioners store medication appropriately and deliver dedicated care to children with medical conditions.

Leaders have created a semi-dedicated area for nappy changing and this ensures that it is possible to respect children's privacy effectively when changing nappies.

Leaders have a nappy changing policy but the policy does not completely reflect the procedure followed by practitioners.

Leaders have ensured that they have a robust child protection policy which accurately sets out the procedures to follow for different situations. The policy was reviewed very recently by the responsible individual and the person in charge. All practitioners are aware of the steps to take and are completely confident in contacting the social services directly if required. However, the responsible individual is not as confident with the procedure set out in the policy. The setting's arrangements for safeguarding children do not meet requirements and are a cause for concern.

Overall, practitioners work in accordance with the setting's policy on managing behaviour and succeed in doing this positively. They have received further training on effective behaviour management strategies. Practitioners praise children for their efforts and celebrate successes consistently. For example, they praise children for tidying and for their good pencil holding skills. This has a positive impact on children's well-being. However, not all practitioners intervene early enough to settle a minority of children when they get excited and disrupt others in large group sessions.

The person in charge ensures that she has the necessary details for the children along with consent for emergency medical treatment. Practitioners know the children very well, and understand and meet their needs successfully. Leaders also work effectively with the school and external agencies in order to accommodate children with additional needs.

All practitioners have very good bonds with the children, which creates a very homely ethos.

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

Practitioners plan purposefully and prepare a wide range of exciting and stimulating experiences to develop all children's skills effectively. Children's ideas and choices are considered well in the planning process and when making decisions during the sessions. Practitioners know the children well and respond effectively to children's requirements and interests. Processes for observing and assessing children's progress are thorough and have a positive impact on their skills. Practitioners use the information skilfully when planning next steps in their learning. They conduct worthwhile meetings with parents to discuss their children's progress regularly by sharing e-books of their experiences.

The lovely and friendly relationship between the adults and children ensures a happy and positive atmosphere within the setting. This has a positive impact on children's perseverance when completing tasks and supports them to concentrate for suitable periods. Practitioners question children skilfully on an individual basis and in small groups, which extends their understanding robustly and further develops their thinking skills.

Practitioners promote children's literacy and numeracy skills successfully across all learning areas. Many books, writing implements and opportunities to practice numeracy skills are seen in almost all learning areas. As a result, children develop

their skills including natural use of language and mathematical concepts in their play. Practitioners provide valuable opportunities for children to develop their ICT skills successfully to communicate. For example, they use apps on a tablet computer to develop their counting to ten skills as well as taking photographs.

The valuable use of the community to enrich children's experiences is a valuable part of the provision. For example, practitioners arrange visits to the local botanical garden and the train station in the village as part of their theme work. In addition, good use is made of visitors to the setting such as a vet and a police officer in order to teach children about people who help us. There is good provision for developing children's moral, social, spiritual and cultural skills. Practitioners ensure regular opportunities for children to learn about the importance of sharing and showing respect to each other effectively. In addition, children have valuable experiences such as growing vegetables and flowers in the garden in order to learn about how to respect and care for living things.

Overall, practitioners model the Welsh language robustly and there is a strong Welsh ethos at the setting. Good use of familiar songs supports this well and all conversations, instructions and activities are successful in Welsh. However, practitioners do not always give sufficient opportunities for children to repeat new vocabulary and language patterns regularly enough. Practitioners plan interesting activities which reinforces Welsh culture robustly. For example, by discussing local players who are playing for Wales at the rugby world cup in Japan and when taking part in the art competition at the local sheep fair every year.

Practitioners provide valuable problem solving experiences for children in order for them to develop independence skills and thinking skills effectively. In addition, specific and purposeful tasks are set for children to think about solving everyday problems, for example, by deciding what to wear for a wet day or how to find pigs that have gone missing.

Environment: Adequate

The indoor and outdoor areas are very welcoming, are clean and provide a rich environment for play and learning. Despite the environment's size limitations, leaders make good use of the space available to meet children's needs. For example, practitioners use the environment skilfully to promote literacy and numeracy successfully.

The furniture and resources are suitable for the children's age and stage of development, and create a sense of belonging. In general, practitioners have created purposeful learning corners which offer good opportunities for children to develop elementary skills. However, as the environment is limited in size, it is not always easy for all children to access everything easily.

Leaders have ensured that there are appropriate security arrangements in place. For example, during sessions, practitioners ensure that doors and external gates are closed and ask all visitors to sign the visitors' book. Practitioners have a robust system in place to ensure that all children leave at the end of the day with a parent or carer who is known to them. Leaders ensure that the cabin is maintained appropriately and keep an organised record of any work or checks undertaken.

Leaders have produced very basic risk assessments for most areas including the new climbing frame. However, the existing risk assessments are not completely

effective as not all areas or activities that could pose a risk have been assessed appropriately. For example, the trip into town and the activity with the shaving foam. In addition, the daily checklist is not completely effective. For example, the partition between the role play corner and the marking area was loose and therefore it could be shaken easily. This was not recorded nor fixed.

Although leaders had placed a thermometer to monitor the temperature, practitioners do not always ensure that they meet the national requirements as the temperature drops below 18 degrees Celsius at times.

Leaders have developed the outdoor area successfully in order to provide children with good opportunities to learn and develop their skills and independence. For example, they included the outdoor area effectively when planning the pig hunt.

Leadership and management: Good

The leader has a robust vision based on providing a quality service to teach children through the medium of Welsh. They lead staff effectively and make the best use of their specialities and strengths for specific tasks. The team gets on well to create a high quality provision which engages the children and has a positive impact on their skills, especially their personal and social skills.

The committee, the responsible individual and practitioners are hard-working and respond well to suggestions by the person in charge and officers from external agencies. The person in charge works skilfully to create a sense of belonging and includes stakeholders successfully in the life and work of the setting. The team spirit has a positive impact on the service's development.

Leaders have high expectations of themselves and practitioners. They use self-evaluation processes successfully to identify strengths and areas for improvement effectively. Leaders monitor progress against the targets for improvement successfully and, as a result, many valuable developments have been completed during the past two years. A good example of this is the outdoor area which has developed well in order to provide a wide variety of worthwhile experiences for children across all learning areas. Monitoring procedures have evolved well to include a key worker system. This has improved use of time and has strengthened the process of moving children forward more effectively.

Practitioners are a well established team and are experienced and qualified. Leaders supervise them effectively and conduct regular performance management meetings. Practitioners appreciate this and see its value in order to continue learning and offering improvements to the service. For example, practitioners have received further training on improving provision in the play areas, behaviour management and developing Welsh language skills.

Leaders and practitioners work successfully with the local authority's support teacher and the Mudiad Meithrin officer. Input from external agencies has been beneficial to practitioners by having specialist support to develop positive strategies to support children. This has a positive impact on the provision and on children's outcomes.

Leaders make good use of grants and funding to buy resources in order to support children's learning experiences, arrange valuable visits and provide relevant training for practitioners.

The setting works effectively with the local school to improve the provision and children's outcomes. They share important information about children's outcomes with the school in order for them to build on their skills successfully after moving to the next stage of their education. There is very effective collaboration between the Cylch and parents. Valuable activities reinforce the learning when taking Doti the dog home on his holidays and 'chi a fi' (you and me) bags with home learning activities. The setting considers any suggestions by parents effectively when planning for improvement.

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

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