



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

A report on

**Cylch Meithrin Ynyshir a Wattstown
Wattstown Pavillion
Wattstown Park
CF39 0RA**

Date of inspection: February 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Ynyshir a Wattstown

Name of setting	Cylch Meithrin Ynyshir a Wattstown
Category of care provided	Full day care
Registered person(s)	Jayne Beer
Responsible individual (if applicable)	
Person in charge	Carolyn Davey
Number of places	24
Age range of children	2 – 3 years old
Number of children funded for up to two terms	7
Number of children funded for up to five terms	0
Opening days / times	9.00am – 3.00pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The provision is working towards providing the 'active offer' for the Welsh language.
Date of previous CIW inspection	31/03/2017
Date of previous Estyn inspection	25/11/2014
Dates of this inspection visit(s)	12/02/2019
Additional information	English is the main language of nearly all children.

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
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 Ensure that practitioners model the Welsh language effectively and consistently to improve children's standards of oracy
- R2 Ensure consistency in assessment practices in order to plan purposefully to meet children's needs successfully

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to the provision of learning experiences inside the building and the arrangements for snack time, for dissemination on their websites.

Main findings

Wellbeing: Good

Most children express their feelings clearly and make effective choices and decisions about where to play and with whom. For example, during free play, most choose where to play and move confidently from one activity to the next. As a result, most express their preferences confidently, such as choosing to play with sand rather than joining in with the singing session. They also move intelligently from the outdoor area to the indoor area wholly independently by following the setting's robust practices.

Nearly all children are happy and comfortable in the practitioners' care. Most arrive at the setting eagerly and cope very well when they are separated from their parents and carers. They form positive attachments with their key workers and other children, which have a positive effect on their wellbeing and their day-to-day work. The very few children who are uncertain on arrival become pacified by comfort from practitioners before they familiarise themselves with the daily routine, which eases any concerns they may have effectively. As a result, nearly all children are aware that practitioners will listen to their wishes and respond to their needs appropriately and sensibly.

Most children behave very well during free play and group periods. Many share resources well and are beginning to understand how to take turns successfully, for example by working together effectively when decorating dough in the home area. Many have a meaningful understanding of the difference between right and wrong, and say 'thank you' politely, when appropriate.

Most children enjoy their play and learning activities, such as pretending to cook in the mud kitchen and playing with sand to create interesting shapes. A majority persevere with their tasks enthusiastically and respond intelligently to any encouragement from practitioners.

Nearly all children enjoy learning new skills as they experiment with a wide variety of stimulating play experiences. Their motivation to complete tasks has a positive effect on their learning. They have very good self-help skills, and wash their hands and brush their teeth with limited support from adults. Most children develop their independent skills particularly well during snack time as a result of the excellent opportunities that are provided for them.

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

Many children make consistent progress in their literacy, numeracy, and information and communication technology (ICT) skills from their starting points, which are lower than the expected average. Nearly all children's Welsh skills are low on entry.

Most children listen to instructions well and act on them effectively. This can be seen as they fill jugs with water and match them by colour to different pipes and boxes intelligently. They listen attentively to music and join in enthusiastically with familiar Welsh songs.

Most children communicate clearly when responding to discussions, by using English and a little Welsh, and they consider the needs of others purposefully. A minority use simple Welsh words and phrases appropriately, for example as they sell vegetables in the shop. However, not many use the Welsh language confidently.

Many children take an interest in books and consider their content effectively. They discuss events sensibly and handle books like confident readers. They also respond with interest to the content of stories, such as following the adventures of teddy on the moon.

Many make marks purposefully with different media, such as chalk and paint, and note orders from the shop meaningfully on paper. As a result, they enjoy their early writing experiences and a minority explain the purpose of writing sensibly.

Many children use mathematical language effectively and in the correct contexts. They count to five confidently and discuss the properties of different shapes intelligently, and identify the differences between them purposefully. Many compare two- and three-dimensional shapes and 'small' and 'big' objects well when building a rocket. They choose relevant equipment and materials to solve mathematical problems purposefully, such as comparing 'full' and 'empty' buckets when making sand castles. They also balance scales carefully and sort shells effectively when creating interesting scenes.

Most children develop successful ICT skills by using electronic tablets and toys. As a result, they familiarise themselves effectively with using technology in their play and daily activities.

Most children develop good physical skills by riding bicycles and moving enthusiastically to music. Many develop purposeful thinking skills and creative skills, which has a positive effect on their learning. For example, they create interesting patterns by weaving colourful reeds through the holes in a colander.

Care and development: Good

Practitioners set high expectations and priorities to keep children safe and healthy. They have a sound understanding of their responsibilities, and implement all of the setting's policies and procedures purposefully. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Nearly all practitioners have up-to-date first aid certificates, which is a good reflection of the diligent care that exists at the setting. As a result, practitioners follow appropriate procedures when giving medication.

Practitioners encourage children to take part in various schemes that promote a healthy lifestyle successfully, such as brushing their teeth daily. The setting also ensures that healthy snacks and drinks are available to the children, which supports their understanding of a healthy lifestyle. Through daily routines, practitioners provide valuable opportunities for children to take part in exercise activities and play outdoors, for example by riding bicycles or crossing the balance bridge in the outdoor area. Hygiene procedures and practices are very good, and practitioners encourage children regularly to wash their hands at the appropriate times.

All practitioners manage children's behaviour effectively and model sensible behaviours. They are kind and remind children regularly to share toys and respect each other and adults. Practitioners encourage children to solve any conflict between them with effective support through sensible discussions with each other. As a result, practitioners praise children often, which has a positive effect on developing their self-confidence and their understanding of respecting each other.

Rich opportunities are provided for children to learn about the importance of caring for living things, for example by growing plants in the garden and caring for chicks. Practitioners provide purposeful opportunities for children to develop their independence by emphasising that they should do as much as possible for themselves. For example, they encourage children excellently to collect their dishes, serve their own food and drink, eat independently and tidy up during snack time.

The setting has beneficial procedures to support children with additional needs. Practitioners use assessments intelligently to identify children who need support and arrange suitable provision for them. They work effectively with external agencies to support children, where necessary, for example by receiving advice from Flying Start and health professionals.

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

Practitioners provide an interesting curriculum that reflects the philosophy of the foundation phase successfully. They plan excellent indoor learning experiences, which target children's interests very positively. As a result, there are beneficial opportunities to create independent learners.

Practitioners plan purposefully to develop children's literacy, numeracy and ICT skills successfully. Activities include challenges to solve problems with mathematical equipment, search for eggs with tongs and use ICT equipment, such as a voice recorder.

Practitioners focus appropriately on improving children's Welsh language by modelling words, numbers, colours and repeating simple phrases. However, practitioners do not model the Welsh language consistently enough with children between each other to ensure the best effect.

Practitioners place a clear emphasis on celebrating diversity and developing children's spiritual, moral, social and cultural development, such as studying the Chinese New Year and rangoli designs for Diwali. They promote children's awareness of Welsh culture successfully and celebrate St David's Day and cook 'cawl'.

Visits and visitors are used beneficially to create a sound awareness among the children of their village and its people, such as the police and the post office.

Practitioners focus on developing children's physical and creative skills well. They encourage children to work together and learn in a practical manner, for example by providing frequent opportunities for them to ride bicycles energetically and hold a puppet show.

Practitioners have high expectations and challenge children regularly. They question skilfully, which has a positive effect on children's skills. This is evident as they discuss the actions of Goldilocks in the bears' house. Practitioners show a sensible balance between activities that are led by an adult and children's independent tasks. They provide a wide range of opportunities to learn through practical experiences. Good examples include balancing on equipment in the outdoor area and pouring water to turn the water mills.

Assessment procedures are effective. Evidence corresponds correctly with children's outcomes by using the foundation phase profile. Practitioners assess regularly and discuss sensibly with children how to improve their work. However, they do not use the findings rigorously enough to plan effectively to challenge children to the best of their ability.

The setting conducts useful meetings with parents to discuss their children's progress. They also provide them with useful booklets at the end of their time at the setting, which reflect their children's progress well.

Environment: Good

The learning environment is of good quality and has a positive effect on children's wellbeing and learning. Practitioners make excellent use of the indoor environment. They provide stimulating play and learning areas, which include quiet areas and role-play areas, in addition to purposeful activities for children to investigate and foster good creative skills. Practitioners provide and prepare an excellent variety of resources in all areas. Resources are kept at a practical level so that all children are able to reach them. This enables children to fetch them and put them away without adult intervention. This has a purposeful effect on promoting their sense of responsibility among themselves. The environment is welcoming and interesting, and numerous displays celebrate children's work successfully, including their craft work and pictures, such as rockets made from plastic bottles.

The environment is inclusive and all children have equal access to all resources and various activities. Children are given an opportunity to go to the toilet and use the handwash basins independently. Toilets and nappy changing facilities are clean and comply appropriately with hygiene requirements.

Practitioners ensure that children are safe. Visitors cannot access any part of the setting unless they are given access by practitioners. Practitioners are very aware of safety issues and the necessary requirements to hold regular fire drills and daily risk assessments of all internal and external areas. Practitioners are vigilant when supervising children during all activities in order to ensure their safety. For example, they use effective procedures to ensure that children leave the setting with a parent or recognised carer.

Practitioners ensure that the play environment is stimulating and suitable for the children's age. The way in which the building is organised allows children to move around freely and make effective choices about their play. Children's wellbeing is promoted through an extensive choice of toys and equipment in the playroom and the outdoor areas. The outdoor area is interesting and includes natural areas for children to investigate and learn independently. Resources are kept sensibly in clear

boxes at low levels and, as a result, enable children to reach and use resources independently. A wide range of toys and equipment is available to promote cultural awareness, including books, displays and dolls.

Leadership and management: Good

The manager has established thorough practices in the setting's procedures and sets a purposeful direction every day. Her sensible vision ensures that planning, teaching and care have a good effect on children's outcomes, by providing engaging and stimulating experiences.

The setting's experiences, plans and policies focus rigorously on meeting children's needs. The manager works conscientiously with the dedicated practitioners, and they have high expectations of themselves and the children. They motivate children to improve their work regularly in supportive ways through purposeful teaching.

A positive culture of self-evaluation permeates the setting's work. Practitioners ensure that they give full consideration to the each other's views, and those of parents and carers, children and external agencies. They hold regular discussions with everyone who is involved with the setting to improve learning experiences further. This has a positive effect on improving the aspects that need to be changed. For example, they listen to parents and act on the findings, such as using social media to convey information.

Members of the management committee are supportive and ensure that practitioners understand their roles fully through regular evaluations and discussions. They listen sensibly to the suggestions of officers from the local authority, Mudiad Meithrin and Flying Start. The committee has effective arrangements for monitoring children's standards and provision. They use quantitative and purposeful procedures to identify strengths and areas for improvement. The rigour of these procedures ensures that the development plan includes effective targets. As a result, quality improvement procedures lead to purposeful changes for the future.

The manager allocates resources purposefully. This is done by ensuring that there are enough qualified practitioners who have relevant training to meet children's needs effectively. The use of budgets and grants also prioritises expenditure against the targets in the development plan effectively. As a result, the manager and management committee ensure that the use of funding has a direct effect on provision and children's outcomes. A good example of this is the intelligent co-operation with the local authority to use grants and maintain stimulating experiences, such as chicks hatching from eggs and adventures in the forest school.

The setting has a range of effective partnerships. It works successfully with these partners to improve provision and children's outcomes. For example, there are very positive links with the local school to support daily practices, training and documentation.

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).

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