



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

A report on

**Cylch Meithrin Yr Wyddgrug
Park Community Centre
Ash Grove
Mold
Flintshire
CH7 1RY**

Date of inspection: May 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Yr Wyddgrug

Name of setting	Cylch Meithrin Yr Wyddgrug
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Sali Edwards
Person in charge	Emma Ralph
Number of places	17
Age range of children	2-3 years old
Number of children funded for up to two terms	12
Number of children funded for up to five terms	0
Opening days / times	Monday – Friday 9.15 – 11.45 am
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that provides the Welsh language “active offer”. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Date of previous CIW inspection	Not inspected
Date of previous Estyn inspection	01/06/2011
Dates of this inspection visit(s)	21/05/2019
Additional information	Very few children come from homes where 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)	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

We informed the provider that the service did not comply with Regulation 29, and that this must be addressed.

We have informed the registered persons that improvements are needed in relation to ensuring appropriate supervision for practitioners (regulation 29) in order to meet the legal requirements in full. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible individual to take action to rectify this, and the issue will be considered again during the next inspection.

Recommendations

- R1 Plan purposeful activities for the outdoor area
- R2 Ensure that risk assessments specifically highlight this setting's procedures
- R3 Improve communication with parents and carers in order to share information about learning experiences and progress
- R4 Address the non-compliance issue

What happens next

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

Main findings

Wellbeing: Good

Nearly all children are extremely active and contribute successfully to ideas for various themes. They are enthusiastic about in which activity they want to take part and make good choices about what they want to do. For example, they discuss and share experiences about their holidays and make sensible decisions about what they will need to pack in their suitcase.

Nearly all children maintain their interest in activities effectively by concentrating on and persevering with them for an extended period, for example when immersing themselves in a small imaginary world on an 'aeroplane', playing with sand in order to recognise numbers, and when role-playing in the café. They are keen to share their successes with practitioners and other children, and saying what it is that they like about activities.

Nearly all children feel safe, happy and know that their feelings will be appreciated. They are enthusiastic as they arrive at the setting and cope very well with separation from their parents or carers. Nearly all are familiar with the daily routine. This is successful in building their confidence and self-esteem.

Nearly all children play well with other children, for example taking their role seriously when playing in the playhouse. They talk and agree on games when playing, which contributes successfully to the development of positive relationships and making friends. Nearly all children behave well. For example, they comply with rules and take appropriate care and respect of resources as they tidy up.

Most children engage well and show a positive interest in their learning. Nearly all learn new skills as they experience a wide range of interesting play opportunities. They are excited, especially when playing outdoors or when taking part in craft activities.

Most children develop appropriate independent skills. During snack time, nearly all of them pour a drink and sort fruit successfully without prompting.

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

Considering that most children speak no Welsh when they start at the setting, they acquire language skills quickly. As a result, most make good progress from their starting points and develop positive attitudes to learning.

Most children's listening skills develop successfully by listening to practitioners' instructions during activities and joining in circle time exercises. They sit still and show an increasing interest in and understanding of familiar instructions and questions. Soon after starting, most join in a wide variety of songs and make relevant movements correctly. Older children have a sound awareness of Welsh nursery rhymes and songs. They enjoy singing independently when undertaking activities, for example when rolling dough to create 'paella'.

Many children find their own names in written form successfully without assistance when they register themselves at the beginning of the session. They show great interest in books, handling books correctly and imitating reading and telling the story, for example when reading their books in the aeroplane during their imaginary journey to an overseas country. Many are beginning to demonstrate a good understanding of the purpose of writing and create marks in a variety of situations successfully. For example, they use their early writing skills to take a customer's order in the café when role-playing.

A majority of children develop their numeracy skills soundly through the practical use of numbers, for example when counting the number of children present and matching numbers and rocks with numbers up to 10. The most able children organise and match numbers up to 20 and many can recognise colours and two-dimensional shapes successfully.

Many children have appropriate information and communication technology (ICT) skills. Most children understand the purpose of technological equipment well as they role-play, for example when using a till in the café and preparing food using toys such as a toaster and kettle. A majority use sound recording equipment successfully to record their own voice and to listen to instructions in the learning areas.

Many children have sound physical skills. Their fine motor skills develop successfully, for example as they complete a jigsaw, use dough and when using small tongs to hold objects. Most develop physical skills successfully when taking part in regular physical activity sessions including walking and controlled running and when taking part in parachute games.

Many children develop their thinking skills successfully across the areas of learning, for example when deciding what clothes they need to go on holiday to an overseas country. Many children's creative skills develop effectively as they experiment with different materials on a daily basis, for example when cutting and pasting pieces of paper to make a picture.

Care and development: Good

Practitioners prioritise children's health and safety effectively. They have effective procedures in place and implement health and safety policies including food hygiene and provision for effective infection control. For example, they show a sound awareness of hygiene when preparing food, changing nappies and reminding children to wash their hands.

Practitioners promote healthy eating and exercise successfully. They encourage children to eat fruit and vegetables on a daily basis. All practitioners promote physical activities well and ensure regular opportunities for children to be physically active and adventurous, both indoors and outside in the open air.

All practitioners have received training on safeguarding children and have a sound understanding of what to do if they have any concerns about a child. 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 have a wonderful relationship with the children and are sensitive to their needs. They know the children very well and have a clear understanding of their individual needs, abilities and preferences. They create a happy and secure atmosphere where children are happy and safe in the company of adults. Practitioners ensure that children are aware of the rules and what is expected of them, by giving a clear explanation when their behaviour is not acceptable. They treat all children with dignity and respect and ensure that children's privacy is respected.

Practitioners promote equality and diversity well and ensure that all children have equal access to resources and activities. The setting has beneficial procedures to meet children's needs and pursue their individual preferences, which are an integral part of practitioners' planning. They have purposeful arrangements for identifying and supporting children's individual needs, including those of children with additional learning needs. They co-operate successfully with external specialists in order to support any child who receives additional support.

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 wonderful working relationship with children and know when to intervene and when to allow them to investigate and discover for themselves. They model spoken language appropriately and reinforce familiar language patterns and vocabulary soundly throughout the session. Practitioners question children skilfully in order to extend their understanding and to develop their thinking skills successfully, for example when discussing why winter clothing is not required on a journey to a hot country. They use children's ideas skilfully in order to plan activities that reflect their interests and build on what they know. Practitioners adapt activities regularly to ensure that they are relevant to children's lives, for example when planning interesting learning experiences following a few children's holidays abroad. This ensures that children show great interest in activities such as creating a passport, packing suitable clothing in their suitcase and taking their seats on the aeroplane, made from large boxes.

Practitioners record and discuss children's outcomes on a weekly basis in order to plan purposeful activities to meet their needs effectively. They make good use of initial assessments and the foundation phase framework when planning. As a result, practitioners have a sound understanding of what children do well and what needs to be developed. This ensures that they plan a wide range of interesting learning experiences that develop children's skills systematically across the areas of learning. Although practitioners are beginning to make the most of the limited outdoor area available to them occasionally, they do not plan purposefully enough to develop children's skills further in this area.

A strong feature of the provision is the way in which practitioners develop all of children's skills by singing songs and rhymes in collective sessions in addition to their work in the areas of learning. This reinforces vocabulary and language patterns in a completely natural way throughout the session and has a positive effect on children's language skills. In addition, together with activities that promote the Welsh dimension, this ensures that the Welsh ethos is strong. Practitioners plan beneficially to develop children's numeracy skills through practical learning experiences, for

example by using small tongs to sort objects according to colour. This has a positive effect on numeracy skills as well as fine motor skills. Practitioners plan appropriately for developing ICT skills through a suitable range of activities and learning experiences.

Practitioners make suitable use of the local community by inviting a very few visitors to talk to pupils about their work and to reinforce learning experiences. However, they do not plan in sufficient detail in order to make effective use of visitors and visits to reinforce learning experiences. On the whole, practitioners plan beneficial learning experiences to develop children's spiritual, moral, social and cultural skills, for example through discussion about good and bad and through teaching about people's lives in countries overseas.

Environment: Good

Leaders ensure that children are safe, and relevant procedures ensure that any possible dangers are monitored and managed appropriately. Risk assessments and fire drills are conducted regularly and leaders take firm action to ensure that there is no danger to children's safety, for example by identifying dangers in the outdoor area in their risk assessments. However, risk assessments are not always specific enough to highlight dangers and procedures that are relevant to this setting only. The setting has sound arrangements for receiving visitors into the building and practitioners follow safety procedures effectively when children arrive and leave the site. The setting is cleaned on a daily basis and is very well-maintained. Leaders ensure that unnecessary risks to children are managed or eliminated effectively.

Leaders and practitioners create a stimulating, comfortable and interesting environment for children. They demonstrate good commitment and diligence in terms of maintaining and developing the learning environment. For example, practitioners celebrate children's successes effectively by displaying children's craft work on a daily basis and by regularly changing what is available in the areas. Practitioners have created purposeful learning areas within the room which develop children's independence and skills successfully. For example, they have created an effective reading shelter to promote early reading skills and children's interest in books. Effective use is made of natural materials and sustainable resources in order to enable children to experiment and discover, for example as children enjoy playing in the make-believe aeroplane made out of boxes. Although there is no specific outdoor play area available, leaders work hard to overcome this. They are beginning to make appropriate use of a shared area to ensure that children have appropriate opportunities to learn outdoors.

Leaders ensure a wide range of interesting and stimulating resources across the provision. They are of good quality and most of the resources are stored on a level that enables children to choose independently without adult intervention.

Leadership and management: Good

Leaders have a clear vision based on providing a high-quality service in terms of wellbeing and care within a Welsh atmosphere. Practitioners and the leader co-operate very successfully as a team in order to achieve the vision. They have high expectations of themselves and this makes a valuable contribution to ensuring a stimulating and supportive environment for children. They meet regularly in order to plan valuable learning experiences and to discuss the setting's life and work in

general. This has made a valuable contribution to ensuring clear improvements to provision since the team was established at the beginning of the year.

On the whole, leaders ensure a suitable supply of staff who are qualified to work with the wide range of children that attend. They make the best use of staff's personal skills to achieve the setting's aims and to offer children a range of valuable experiences. A good example of this is the use of a practitioner's musical and linguistic expertise to promote children's language by singing a wide range of songs throughout the session. Members of the committee support the leader and practitioners effectively and have a sound understanding of the setting. Appropriate processes are in place to ensure that staff understand their roles and responsibilities and make a valuable contribution to achieving the setting's strategic aims and objectives. However, leaders are not yet implementing supervision arrangements for practitioners. Leaders are beginning to organise beneficial training for practitioners that is relevant to their work, for example on how to establish purposeful areas of learning and first aid training. This contributes well to staff's professional development, in addition to improving the quality of provision and children's achievement.

Leaders are beginning to establish robust arrangements for self-evaluating the setting's performance. Staff make a valuable contribution to the process at weekly meetings and offer valuable ideas on how to improve provision and children's standards. They take advantage of reviews, advice and feedback from external agencies such as Mudiad Meithrin and the local authority advisory teacher in order to secure improvements. Improvement plans are clear and well-organised and include sensible and purposeful targets for improvement. Leaders gather parents' opinions appropriately about the setting's life and work and act on their opinions in a suitable manner, for example by using social media to improve communication between the setting and the home. However, leaders do not provide regular information to parents about their children's progress and their day-to-day learning.

Leaders monitor and evaluate progress against actions effectively on a termly basis in order to identify what they have achieved and what needs to be implemented next. These effective self-evaluation arrangements have ensured clear improvements over the past year, for example as practitioners have improved their assessment and planning methods for children, in addition to developing the learning environment in order to develop children's skills successfully.

The wide range of valuable partnerships has a positive effect on provision and children's standards. The beneficial relationship with the local school and Cylch Ti a Fi ensures that children 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)

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

This document has been translated by Trosol (Welsh to English).

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