



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

A report on

**Cylch Meithrin Bryngwran
Ysgol Gymuned Bryngwran
Bryngwran
Anglesey
Bryngwran
LL65 3PP**

Date of inspection: February 2020

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Bryngwran

Name of setting	Cylch Meithrin Bryngwran
Category of care provided	Full Day Care
Registered person(s)	Debra Michael
Responsible individual (if applicable)	
Person in charge	Wendy Rimmer
Number of places	13
Age range of children	2 – 4 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 8.30am to 3.00pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Cylch Meithrin Bryngwran provides the 'Active Offer' for 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.

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Date of previous CIW inspection	17/03/2016
Date of previous Estyn inspection	19/05/2020
Dates of this Inspection visit	4 and 5 February 2020
Additional information	
<p>Cylch Meithrin Bryngwran has reopened with a new leader after being shut for a short period in 2019. The service has extended its opening hours and now offers a breakfast club, a lunch club and an afternoon session. The majority of children come from Welsh-speaking homes.</p>	

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)	Judgement
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 the outdoor area to provide purposeful experiences for children to develop their skills consistently
- R1 Extend the range of information technology resources to ensure that children benefit from regular experiences to develop their skills

What happens next

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

Main findings

Well-being: Good

Nearly all children talk and express themselves confidently making firm decisions about what they want to do. Nearly all children are heard and are encouraged to communicate in their preferred language. For example, children from non-Welsh speaking homes, through constant and consistent attention, express themselves successfully ensuring that their needs are identified and met.

Most children are well-settled, arrive with a smile on their face and proceed immediately to play with their friends. They greet each other affectionately and share experiences, chatting in a confident and familiar manner about personal experiences. Most children develop a strong sense of belonging taking pride in sharing their achievements with their friends.

Most children interact well with their peers and enjoy completing engaging tasks. For example, they enjoy playing with their peers to save 'Sioni Rhew' from the tub filled with water and ice. Most children share resources successfully and genuinely enjoy playing together. The good range of valuable learning experiences encourage them to develop important social skills such as taking turns and considering and acknowledging the feelings of others. Nearly all children delegate specific roles confidently to their peers in the Winter clothes shop. They wait their turn patiently to buy an item of their choice and ensure that everyone has an item of their choice.

Nearly all children are keen to take part in a range of activities and persevere and maintain concentration for extended periods. They gain a sense of achievement from a range of learning experiences such as counting coloured buttons and organising shapes according to their features.

Most children develop good independence skills. They look after their personal possessions successfully and complete appropriate tasks themselves. For example, most children bring their own fruit for snack time, unpeeling the orange and then making sure that they put the rubbish in the appropriate recycling container. Children take their role as 'helper of the day' seriously, washing plates and cups and helping the adults with their tasks. Nearly all of them congratulate each other for completing these tasks successfully.

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

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

Nearly all practitioners follow firm procedures for ensuring that children are safe and healthy. They have received appropriate safeguarding children training and are confident to follow the procedures should they have any concern about a child or should any allegations be made against one of the practitioners or the registered person. The setting's safeguarding children arrangements meet the requirements and are not a cause for concern. There are current risk assessments in place which are updated regularly. In addition, there are individual risk assessments for specific activities in order to ensure that children's safety has been taken into account at all times.

All practitioners have completed paediatric first aid training and log any accidents in the appropriate manner, ensuring that parents sign these records. Practitioners make good use of procedures to prevent the spread of infection. For example, encouraging children to wash their hands regularly, and following the correct nappy-changing procedure. Nearly all practitioners provide valuable experiences for children to promote healthy lifestyles, supporting them to brush their teeth and encouraging parents to provide healthy food for them. They ensure that children have beneficial opportunities to take part in physical activities, both indoors and outdoors in the fresh air.

Children feel proud when they win a star on the chart to recognise that they have successfully followed the healthy eating policy.

Practitioners have a close and familiar relationship with children and talk to them with affection and respect. They work in line with the setting's policy for promoting positive behaviour by giving regular praise and awarding children for their successes. For example, practitioners praise children for applying themselves fully to the task of putting resources away, and award them with a sticker on the 'waw' wall.

Practitioners work exceptionally well as a team and get to know every child individually, ensuring that they meet their needs. By trying to follow children's lead and ideas, they succeed in getting to know the children well. Practitioners manage to fully integrate and deliver a high level of support for children with special educational needs. To promote progress, practitioners conduct regular reviews, implementing plans and consulting with parents and experts.

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

The setting's homely and inclusive working relationship is a notable feature. Practitioners know every child well and ensure firm support to allow them to make consistent progress in their learning.

Recently, practitioners have established an effective planning routine that ensures that every child develops their skills in an interesting range of activities. For example, children develop their communication and creative skills by printing hearts and writing their names in a Santes Dwynwen card. The planning structure is well-organised and ensures that every practitioner is aware of what is required of them in order to support children's learning effectively. Every practitioner provides a clear outline of experiences to ensure structured continuity in terms of children's literacy and numeracy skills. Activities provided to promote children's ITC skills are developing appropriately. For example, children use software to create pictures of flowers on the computer and use the till successfully to handle money in the role play area. Children's physical skills are developed suitably, for example, they develop their gross motor skills appropriately by practising riding a bike on the primary school's yard.

Practitioners have a robust understanding of the principles of the foundation phase and promote learning effectively. Adult-led activities and open-ended activities where children make decisions for themselves, are developing appropriately. However, children-led activities in the outdoor learning environment do not provide sufficient opportunities for them to develop their skills consistently enough.

Learning experiences encourage children to be courteous and polite to each other and to adults. All children are tolerant learners and share and respect resources successfully. Practitioners develop children's spiritual, moral, social and cultural understanding successfully. For example, children learn about different cultures effectively by discussing and celebrating the Rugby World Cup.

Practitioners question children skilfully and encourage them to develop their knowledge effectively, for example when discussing Sioni Rhew's feelings. They use Welsh throughout the sessions and use songs and nursery rhymes successfully to promote the use of the language. They hold useful discussions on different themes, for example, as children painted using blackberry juice when learning about different fruits. As a result, most of the children's skills are developing well.

Children's work is celebrated successfully on the 'waw wall' and they discuss children's progress regularly ensuring that their skills are developed effectively across the areas of learning. In addition, learning experiences are recorded in an organised fashion in the treasure book as a record of their achievements. The leader and practitioners track progress in children's skills successfully. Learning outcomes are closely linked with activity aims in the six areas of learning. This ensures progression and promotes consistent progress in children's skills.

Environment: Good

Leaders ensure a safe environment for the children. They complete safety checks and ensure that the play and learning areas are clean and welcoming. Detailed risk

assessments outline potential risks and action taken to reduce or prevent any risk to children. Fire drills are held regularly and detailed records are kept to demonstrate that everyone is familiar with the procedure to follow.

Leaders develop the environment to include suitable activities in specific learning areas. The play areas are welcoming and gain children's attention and interest. There is plenty of room for them to move freely and benefit from the experiences offered. Leaders create a sense of belonging amongst the children by creating displays of their colourful work on the walls. We saw a display relating to the recent Valentine's Day celebrations and children take pride in their achievements. Learning areas have been organised successfully with children able to access resources and tidy them away skilfully promoting their independence skills. In addition to the two classrooms, the setting has an arrangement whereby it can use the connected village hall. This space is used flexibly; it can be used for a vast number of different activities, such as PE, or activities which require more space. Additional support can be provided to children here too, such as a quiet area to talk or to complete specific work.

Leaders have committed to replacing and buying a number of new and suitable resources over the last 12 months. Practitioners use an appropriate range of resources to promote children's creative skills, for example, when creating a robin in the small hands area. Resources are cleaned regularly and a record of completed tasks is maintained. This ensures that resources remain of an appropriate standard and safe for children to use. Practitioners use the outdoor learning environment appropriately. However, the outdoor area is not fully developed and is not used effectively enough to develop children's skills consistently enough. As a result, children have limited opportunities to undertake activities which support their learning and develop their skills fully.

Leadership and management: Good

The leader has a clear vision based on delivering an inclusive and homely provision in a stimulating learning environment. In the short time since her appointment, the leader has worked very effectively with practitioners to develop the provision. A caring and happy ethos contributes positively to the development of the children's communication and well-being ensuring that they make consistent progress in their skills.

She is an inspirational leader who has high expectations of herself and all the practitioners. She supports practitioners effectively and gives them clear guidance to support children. The three practitioners share and develop ideas together effectively creating a hard-working and appreciative ethos. The registered person and committee members ensure that practitioners hold the appropriate qualifications. Supervision and evaluation sessions for practitioners are developing successfully in order to manage practitioners effectively. Safe recruitment procedures comply with statutory requirements.

The leader creates an open and successful culture of self-evaluation and continuous improvement. Working with Mudiad Meithrin officers and the local authority support teacher, current improvement priorities are based on developing children's skills effectively. Relevant information is set out in an organised plan ensuring that all stakeholders take effective action in relation to the priorities. Suitable training to complement the priorities is now being provided for practitioners in order to promote different aspects of their learning, for example, children's language development. As a result, the setting is developing effectively with a suitable aim and purpose. The useful and up-to-date statement of purpose now includes comprehensive information to support parents to make the appropriate choice for their children. Through a strong and inclusive partnership, leaders ensure that children with additional learning needs receive the same opportunities as their peers to take part in all activities. The collaborative relationship with parents is a strength and the regular communication contributes successfully to creating a collaborative environment. Leaders distribute tailored questionnaires to parents and give appropriate consideration to their views. Information is shared with parents twice a year to discuss their children's well-being and progress. Leaders collaborate proactively with parents to organise fund-raising events. This makes a generous contribution to ordering resources in order to promote children's learning, for example, buying new books and up-to-date ITC resources.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<https://arolygiaethgofal.cymru/>) (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 Prysg Cyf (Welsh to English).

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