



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

**A report on**

**Cylch Meithrin Pwllheli  
Ysgol Cymerau  
Ffordd y Mela  
Pwllheli  
Gwynedd  
LL53 5AR**

**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 Pwllheli

Name of setting	Cylch Meithrin Pwllheli
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Sophie Underwood
Person in charge	Kimberly Jones
Number of places	19
Age range of children	2½ – 4 years old
Number of children funded for up to two terms	13
Number of children funded for up to five terms	0
Opening days / times	09.00 – 15.00 Monday – Friday during term time
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the “active offer” for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use the service, or who may use the service, in terms of the Welsh language and culture
Date of previous CIW inspection	
Date of previous Estyn inspection	17/11/2011
Dates of this inspection visit(s)	25/02/2020

Additional information

New Care Inspectorate Wales registration as a Charitable Incorporated Organisation since September 2019.

**Summary**

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

## **Non-compliance**

We notified the provider that the service did not comply with Regulation 28, and that this must be addressed. It must be ensured that all practitioners' files contain the necessary checks.

This was not seen to disrupt children's care and wellbeing as the practitioner was not being left alone with any children.

## **Recommendations**

- R1 Ensure more opportunities for children to develop ICT skills and learn about other cultures
- R2 Share responsibilities more equally among practitioners and the person in charge
- R3 Address the issue of non-compliance that was identified in the report

## **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 happy and enthusiastic on arrival at the setting after saying goodbye to their parents. They understand the daily routine in full and nearly all children self-register at the beginning of the session. A majority of children feel confident enough when showing their favourite toy, and smile broadly when asking for a 'high five' before they go home. Nearly all children behave well and are polite towards their peers and practitioners. They understand behaviour rules well and are very willing to wait for the egg timer to run out before they can take part in a particular activity. Nearly all children respond positively to practitioners' requests to tidy up or come and sit at the table.

A majority of children take advantage of regular opportunities to express themselves, and know that their views will be respected and acted upon meaningfully by practitioners. For example, children who are tired are very happy to be comforted by practitioners, and this makes them feel happy and safe. Most children make decisions purposefully and succeed in choosing activities that are of interest to them. As a result, children's positive attitudes towards play ensure that most take a great interest in their learning and make progress.

Nearly all children enjoy taking part in a wide range of interesting activities that keep them busy and motivate them. A majority concentrate and persevere well when undertaking tasks, and enjoy experimenting with different equipment and materials. For example, children have a great deal of fun and benefit from developing their creative skills when using and mixing paint to create a picture. They enjoy making pictures and shapes with coloured chalk and wipe them with brushes and water before starting to draw again completely independently. Many children are adventurous in their play as they decide to use a piece of recycled wood to make a long ramp in order for their cars to move quickly, and look incredibly proud as they complete the task successfully.

Nearly all children learn how to stay healthy regularly by spending time in the outdoor area, eating healthy snacks and by washing and drying their hands. A majority of children learn how to use equipment effectively in social situations. For example, they play intelligently in the home corner and enjoy using different equipment to make pancakes in the kitchen. Many children develop their imagination well, and enjoy wearing a builder's hat and gloves before building a house out of bricks.

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

During their time at the setting, most children, including those with special educational needs, make sound progress in their literacy and numeracy skills, and their physical development.

Many children listen well to adults and each other, and share their feelings successfully through gestures or language. The understanding of the few pupils to whom Welsh is completely new is developing well, and most respond appropriately to

practitioners' questions. The remaining children who come from Welsh-speaking homes use a range of vocabulary effectively and naturally when discussing with each other and responding to questions from adults. Many children enjoy listening to stories, and a majority are willing to look at books and turn the pages independently. Many respond purposefully when recounting a story and share the feelings of 'Mr Wolf' when trying to make pancakes. Most children choose mark-making activities independently as part of their play, both indoors and outdoors, and many recognise their names during self-registration. They have a great deal of fun when using large chalks outside and cleaning up after themselves by using a water spray. As a result, many develop sound early writing skills.

Many children have a sound understanding of numbers, and count objects to 10 confidently. When counting how many need to eat a pancake, a minority recite numbers up to 16 well. Many recognise patterns and follow a simple pattern successfully, particularly when building a tower with two colours and threading beads onto a string. They are able to name familiar two-dimensional shapes when naming pieces of paper that they have cut out with scissors. Many use mathematical language correctly in relevant contexts when filling and emptying buckets in the sand pit, and identify whether they are full or half full while playing. Many children's concept of time is developing very beneficially by observing sand emptying in the egg timer while waiting for their turn to undertake a popular activity in the outdoor area.

On the whole, many children's information and communication technology (ICT) skills are developing appropriately. For example, they enjoy using a metal detector independently and persevere for an extended amount of time while doing so in the different outdoor areas. A majority of children develop an appropriate understanding of how to use purposeful apps on an electronic tablet to make a picture. Many children's problem-solving skills are developing successfully. Purposeful examples of this include solving how to move a wheel quickly by using water.

Nearly all children are confident and genuinely enjoy experimenting and playing with percussion instruments while singing familiar songs or in the music corner outside. Most children develop their physical skills very well through a range of interesting indoor and outdoor activities. Gross motor skills are developing well, and most children mould, press and stretch dough, and use small equipment independently to make 'pancakes'. They use large equipment skilfully to develop their adventure skills, for example by riding balance bicycles with careful control or climbing over the adventure frame.

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

All practitioners know the children very well and have a clear understanding of their needs, abilities and individual preferences. For example, there are robust systems in place to support children with special educational needs, and practitioners work effectively with key agencies to support these children. All practitioners promote equality successfully and ensure that all children have equal access to all resources and activities. By doing so, boys feel comfortable playing in the mud kitchen and girls play in the construction area in their hard hats. All practitioners are enthusiastic in their roles and are fully committed to ensuring that children thrive through having a wide range of stimulating and engaging activities, in order to promote their play and learning. For example, practitioners have fun when encouraging children to sing and mime, and children are thrilled when choosing a musical instrument to play along with the songs.

All practitioners promote positive interaction regularly. They celebrate children's achievements at every opportunity, which helps children to feel good about themselves and promotes their self-confidence robustly. All practitioners treat children supportively and warmly, which creates an extremely happy environment in which children feel safe and that they are valued. All practitioners follow policies skilfully when managing positive interaction by talking to children with respect and in language that they understand.

Practitioners succeed in following the setting's policies in order to keep children safe and healthy. All practitioners promote a healthy lifestyle successfully. For example, they encourage children to brush their teeth, give them a choice of fruit to eat and place great value on ensuring regular opportunities for children to play outside in the fresh air.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Nearly all practitioners attend regular training to support their practice effectively, such as first aid courses, behaviour management and child protection. They follow good hygiene practices by ensuring that tables and surfaces are clean and that children wash their hands before eating. They follow appropriate guidelines that correspond with the latest advice on infection control. Procedures for recording accidents and incidents are good, and risk assessments are updated regularly.

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

One of the setting's main strengths is the positive working relationship between practitioners and children. This enables nearly all children to settle well and be ready to learn.

The robust standard of teaching ensures that children attain good standards from their starting points. Practitioners use praise purposefully, manage children's behaviour sensitively, intervene skilfully and ask purposeful questions while the children learn and play. The way in which practitioners promote independent skills and develop children's ability to work without instruction, in addition to promoting good social behaviour, is a strength.

Practitioners have beneficial knowledge of child development and the requirements of the foundation phase. They ensure an effective balance between activities that are led by children and those that are directed by adults. The outdoor area is a natural extension of the indoor area, and children are able to choose where they would like to learn and discover for themselves. The leader has devised a planning system that ensures that she meets children's needs and provides experiences across all areas of learning. Plans build effectively on children's previous learning and provide valuable opportunities to develop their literacy and numeracy skills across the areas of learning. Planning ensures a range of valuable experiences that succeed in engaging many children's interest successfully. However, not all practitioners contribute adequately to the planning process regularly enough.

Practitioners know the children and their individual needs very well, and establish useful procedures to observe them daily and assess their development. Their knowledge and understanding of the expectations for all areas of learning are developing soundly, and they use assessment information to identify the next steps in learning for individual children. They assess children on entry to the setting and as they leave. This ensures that they have a good understanding of every child's progress. Practitioners provide parents and carers with beneficial information about how their children are progressing in their learning.

Practitioners provide good opportunities for children to learn about Welsh culture and traditions. They model language naturally and consistently throughout the sessions, and encourage children to respond and communicate in Welsh very successfully. This has a beneficial effect on children's understanding and use of the language. They make purposeful use of visitors and the local area to enrich children's learning experiences and learn about their local area. A good example of this was welcoming the local postman to talk to the children about his work, particularly over the Christmas period when delivering cards and presents.

Practitioners provide a range of experiences in order to foster children's spiritual, moral, social and cultural development adequately. For example, they raise children's awareness of those who are less fortunate successfully by raising money for Children in Need. However, children are not given enough opportunities to develop an understanding of different cultures.

### **Environment: Good**

Leaders succeed in ensuring that the environment is safe and that practitioners follow effective safety procedures as children arrive at, and leave, the setting. They give appropriate attention to safety at the setting, during visits and by conducting regular fire drills. Leaders ensure that all children receive effective care and education in a building that is planned and set out to promote their independence well. As a result, most children are wholly familiar with fetching equipment and returning it to the appropriate place. Leaders ensure that children enjoy their time in a well-maintained environment. They follow effective procedures in order to keep the environment and equipment clean and in an appropriate condition. By displaying and celebrating children's work on the walls of the room, leaders create a sense of pride and belonging for the children, and create a welcoming environment for all visitors.

Practitioners use all equipment and resources beneficially when planning interesting play and learning opportunities for the children in the indoor and outdoor areas. For example, practitioners respond well to children's interests by sticking numbers from one to ten on small cars in order to develop their numeracy skills. Leaders give careful consideration to introducing resources that link to the theme skilfully. For example, practitioners link the current Pancake Day theme to the children's daily activities, which include mixing ingredients, listening to a relevant story and role-playing in the kitchen and outdoors by pretending to make pancakes.

Leaders ensure that resources and equipment support children's development successfully in terms of their skills and knowledge. For example, the different herbs that are grown outside encourage children to identify different fragrances. Practitioners succeed in providing natural items, recycled items and homemade



items to extend children's learning, and also to promote an ethos of sustainability successfully. Leaders ensure that all equipment is suitable for the children's ages and that there are purposeful facilities to promote children's wellbeing effectively. An example of this is the quiet corner, where children are able to find a quiet area to calm down, when necessary.

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

Within eighteen months, the person in charge has established a vision and created a caring, happy community. She has created a positive and supportive ethos, and children feel that they are valued and are keen to participate and learn. The person in charge has focused successfully on establishing an effective team that provides an interesting learning environment for the children. She does so by example, sets high expectations and helps everyone to do their best. This has a good effect on children's standards and wellbeing, in addition to provision. However, the responsible person has not yet shared responsibilities widely enough, for example in terms of sharing the planning workload.

Following support from the local authority officer, the person in charge has established effective procedures to identify the setting's strengths and areas for improvement. As a result, she and the responsible person have good knowledge of the setting. The development plan links very well with the findings of self-evaluation processes, and there are clear targets, timescales and accountability. As a result, many activities in the current plan have been achieved and are having a positive effect on provision and children's outcomes. A notable example of this is including all practitioners in the assessment process and setting the next steps in the children's development.

The setting has a good range of practitioners with appropriate qualifications to meet children's needs. Staff's roles and responsibilities are defined clearly, and staff understand and fulfil their roles successfully. Arrangements for evaluating their performance are highly consistent and effective, and ensure that training priorities are given attention and focus on enriching provision. However, not all practitioners' files contain all of the information necessary to meet national requirements.

Practitioners receive a valuable range of training, and this has a positive influence on provision as they act on the training and use resources. A specific example of this is the training on engaging children's curiosity and creativity, and promoting sustainability. As a result, practitioners use these strategies effectively when introducing a story and an activity, by asking children to guess what is in the basket or who the helper of the day is by giving them clues. This promotes children's listening and concentration skills very effectively.

The setting has a beneficial relationship with the management committee. The committee meets every half-term and receives valuable information about the running and progress of the setting. Findings of evaluation and the development plan's priorities are shared with the committee. Leaders use funding wisely to support setting priorities for improvement and meeting children's needs. They provide good quality, attractive resources that support children's learning and enrich their experiences.

The setting has established a beneficial partnership with parents. For example, leaders keep parents well-informed about activities through a social media website, and they are given an opportunity every term to come to discuss children's progress and how to help learning at home. Very valuable links with the school in which the setting is situated are a strength, and staff and children benefit greatly from this. Specific examples are the opportunities that the leader is given to observe the nursery class, and the willing co-operation in terms of using the playground and the climbing frame to develop children's adventure and physical skills. The person in charge has formed beneficial partnerships with local businesses, and has succeeded in ensuring a significant amount of funding and resources for the setting. Leaders also work effectively with the local authority support teacher and an officer from Mudiad Meithrin, and respond well to support and advice.

## 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 evaluates 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 Trosol (Welsh to English).**

© Crown Copyright 2020: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/04/2020