



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

A report on

**Cylch Meithrin Corn Hir
Caban Y Cylch
Ysgol Corn Hir
Llangefni
LL77 7JB**

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 Corn Hir

Name of setting	Cylch Meithrin Corn Hir
Category of care provided	Sessional day care
Registered person(s)	Lynne Edwards and Rhian Williams
Responsible individual (if applicable)	
Person in charge	Lynne Edwards
Number of places	26
Age range of children	Two-and-a-half to four years old
Number of children funded for up to two terms	11
Number of children funded for up to five terms	30
Opening days / times	Monday to Friday from 8:45 to 11:15 and 12:15 to 14:45.
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	09/02/2017
Date of previous Estyn inspection	July 2014
Dates of this inspection visit(s)	04/02/2020
Additional information	Welsh is the first language of most children who attend the setting. A few children have been identified as having special educational needs.

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 have informed the registered persons that not all practitioners' files included the necessary information. A notice has not been issued on this occasion, as there was no direct or significant effect on the children who use the service. We expect the responsible person to take steps to rectify this, and the issue will be considered again during the next CIW inspection.

Recommendations

- R1 Broaden opportunities for children to make choices about the next steps in their learning
- R2 Address the issue of non-compliance

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 make sensible choices about what they would like to do and with whom. For example, on arrival, they go straight to choose a jigsaw that they like most and enjoy joining their friends to play. A majority of children communicate their choices confidently and their requests are responded to immediately. Nearly all children separate from their parents confidently on arrival at the setting, and greet practitioners and visitors happily as they walk in. They settle immediately and understand the daily routine well. For example, all children self-register by displaying their picture on the 'who's here today' display. Most children succeed in forging a good relationship with their friends and practitioners. For example, they approach practitioners for comfort when they feel a little sad, and hold hands with a friend when going out to play.

Most children understand and adhere to the setting's behaviour rules exceptionally well. They speak kindly to each other and share equipment and toys without fuss. Most enjoy celebrating successes with their friends, for example by joining in to praise a child who names the days of the week correctly during circle time. Nearly all treat each other kindly and are considerate of the needs and wishes of other children.

Nearly all children enjoy taking part in a wide range of interesting activities that keep them busy and stimulate them. For example, they enjoy filling different-sized containers with rice and coloured pasta, either by using their hands or food tongs to complete the task. They work together maturely when using brushes and a mop to keep the role-play corner clean. Many children also become engrossed in their play and concentrate on building a complete train track, and work exceptionally well together in order to achieve this feat.

Many children learn how to complete tasks increasingly independently. For example, they succeed in putting on hats and coats before going outside to play, and take them off and put them away when they come back into the building. They show a very good level of perseverance in their work and maintain interest for extended periods. Nearly all children learn how to stay healthy regularly by spending time outdoors, eating healthy snacks, and washing and drying their hands appropriately.

Most children respond maturely to opportunities to make suggestions about what they would like to learn by discussing with staff what they already know about different themes. For example, children were keen to discuss what they had seen on the television about the recent fires in Australia and the effect on the animals that lived in the forests there.

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

Most children make sound progress with their oracy during their time at the setting. They listen well to each other and practitioners. Most discuss naturally and with a good level of accuracy in Welsh, including those who are learning the language. Children who receive additional support with their language skills make good

progress and form sounds with increasing confidence. Many of the most able children discuss maturely with their friends in extended sentences and refer to different activities, for example when discussing a story about the Jade Emperor deciding which animal would cross the river first.

Most children show sound early reading skills. They go to the book corner without being prompted, and enjoy turning pages and discuss the story naturally. Many read familiar words confidently, for example when discussing different animals from the Chinese calendar. Most children's early writing skills are developing well. They make marks in different contexts. Many have appropriate control of writing implements and form letters, either by tracing letters on paper or writing independently. Many write their names successfully, while a few of the most able children write simple words, like 'panda' and 'banner', with a good level of accuracy.

Many children count confidently up to 20 when discussing who is present at the setting first thing in the morning. They match the number of beads and fruit to numbers when placing them on the colourful tree in the creating area. Many refer to big, medium and small objects and to heavy and light things in the construction area. A minority also understand how to measure by using purposeful equipment when playing as builders. They recognise the properties of shapes such as a circle, triangle, square and rectangle, and notice them in the environment.

Many children use a range of information and communication technology (ICT) equipment successfully. For example, they give instructions to electronic cars and use a range of apps to listen to familiar songs. A minority of children use programmable toys fairly independently in order to ensure that they reach a specific location. This enables them to make intelligent predictions and estimate by using their numeracy skills in a challenging context.

Most children develop good physical skills. They maintain their balance and show good strength when climbing on the equipment in the outdoor area. Most children show creative skills effectively, for example when singing songs while maintaining pitch and considering different beats and rhythm. They also create colourful pictures through various media, and use small blocks skilfully to create models of their own homes.

Care and development: Good

Practitioners work extremely well as a team, and sessions run effectively for the benefit of the children.

Most practitioners have a sound understanding of safeguarding processes and procedures. For example, they ensure that everyone is aware of the procedures to follow in an emergency. They have a thorough understanding of procedures to ensure that children are kept safe. Practitioners make good use of these procedures in order to prevent the spread of infections and encourage children to wash their hands before eating. They also follow procedures to record accidents or injuries appropriately. However, practitioners do not always follow the policy for administering medication to children rigorously enough. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners succeed in implementing good practice in relation to healthy eating and a healthy lifestyle, in order to improve children's understanding and wellbeing. For example, they prepare healthy snacks and drinks, and ensure that children are given purposeful opportunities to play outdoors.

All practitioners are good role models and have a positive relationship with the children. They promote positive interaction regularly and celebrate children's achievements at every opportunity with genuine praise and support. Practitioners set a clear structure for activities and remind children what will happen next. This clarity holds children's interest effectively and means that children work well together throughout the sessions. Practitioners are extremely kind in terms of their working methods, and create a happy environment in which children feel that they are valued.

Practitioners succeed in planning a wide range of activities to promote the children's development and enrich their experiences, by responding to their individual needs.

Practitioners follow effective processes in order to identify and support children's individual needs, including those with additional learning needs. They hold useful language groups, which provide effective additional support for children with speech and language difficulties. Practitioners keep a record of children's progress in order to plan rich activities for them that target specific skills, where necessary.

Specific interventions are implemented regularly with children who need additional support in areas such as speech and language. Practitioners have a close working relationship with specialist agencies and, as a result of this work, nearly all children make good progress.

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

Practitioners follow a detailed and manageable planning routine, which enables them to organise a wide and rich range of beneficial activities and learning experiences for children. The curriculum is delivered through a range of stimulating activities that encourage the development of children's skills and independence successfully. Staff work together effectively in order to ensure that learning experiences respond purposefully to children's needs, and select an engaging range of themes that are of interest to them. They provide beneficial opportunities for children to suggest their own ideas for the different themes, for example by discussing their favourite animal from the Chinese calendar. However, opportunities for the most able children to make choices for themselves in terms of their learning have not yet been developed in full.

Activities such as celebrating different cultures are implemented effectively and extend children's play and learning experiences successfully. For example, practitioners have taught a Chinese song to the children and have linked the theme with a number of daily activities, which provide children with a sound understanding of a different culture.

Practitioners have a good understanding of the principles of the foundation phase. They have established an effective balance of activities under adult guidance and independent learning activities. There are valuable opportunities for the children to be active, both indoors and outdoors.

Practitioners time activities successfully and question children skilfully. They also provide them with time to think, which develops their thinking skills well. For example, practitioners develop children's understanding of number bonds up to ten by encouraging them to guess how many baby rats are left in the basket. All staff are very good language models. They discuss with each other and with the children completely naturally during activities, and children emulate this maturely when discussing their activities.

Procedures for assessing and tracking children's progress have been established firmly. Practitioners set a baseline for every child on entry to the setting, and identify significant progress in the child's personal record. This summarises their progress effectively and identifies the next steps in their learning successfully.

Practitioners develop children's awareness of their Welshness through visits to local places, such as Llyn Cefni, on a walk, or by visiting a nearby location that breeds butterflies. They set their work in a wider moral and cultural context by learning about different countries and cultures, and by listening to stories from the Bible. Members of the community are invited to discuss their work with the children. For example, there have been beneficial visits by police officers, the fire and ambulance services, and a rescue helicopter pilot, when the children learned about 'people that help us'.

Environment: Good

The environment is safe and clean, and promotes children's safety and wellbeing successfully. The doors are locked and the outdoor area is enclosed. Practitioners have robust arrangements for admitting visitors to the building, and they follow safety procedures effectively as the children arrive at, and leave, the setting. It is ensured that risk assessments and safety checks of fire equipment, the fire alarm and electrical equipment are up to date. Leaders ensure that children are supervised well and that resources and equipment are clean and of good quality.

Leaders ensure that the environment is inclusive, and all children have equal access to all resources and various activities. The playroom is colourful with displays of children's work, which gives children a sense of belonging and pride. Purposeful learning areas are organised, with a variety of activities and resources to enrich children's experiences. For example, in the role-play area, children have a great deal of fun cooking food in the oven and serving it to their customers at a cost of three pence. Leaders succeed in providing a welcoming and fun environment, which motivates children in their development and enriches their experiences successfully. For example, after playing in the mud kitchen in the outdoor area, children smile from ear to ear when showing everyone their muddy hands. A practitioner says that he has made a cake from conkers, but a child reminds him that it is really a chocolate fudge cake!

A good range of equipment is used successfully to promote the development of children's skills, for example by developing their confidence and physical strength on the climbing equipment, or when creating a dance by using ribbons and following the dragon on its journey across the field.

Leaders ensure that resources and equipment support the development of children's skills and knowledge successfully. They are kept at a low level to enable children to

choose independently and pursue their individual interests. Leaders provide natural resources, recycled resources and resources from around the home to provide variety for children. This promotes an ethos of sustainability in the provision. Leaders ensure that all equipment is suitable for the children's ages, including a quiet corner in which they can relax, and arrangements to enable the children to use the toilet and hand basin independently.

Leadership and management: Good

The leader is committed fully to her work and has succeeded in creating happy provision in which most children make good progress from their starting points. She leads an enthusiastic and conscientious team, who work together effectively to realise their vision to develop confident and capable children. They focus successfully on developing children's personalities by respecting their strengths and interests. The leader is supported effectively by her co-registered person and the management committee, which meets regularly to discuss financial and organisational aspects of the setting. They visit the setting regularly in order to scrutinise children's learning activities. They monitor the budget regularly and carefully. The purpose statement is a useful document and includes the necessary information.

The leader has established robust procedures to evaluate provision and children's progress. Practitioners consider aspects that are in need of attention as part of their day-to-day work, and meet in order to discuss specific aspects that have been successful or that need to be adapted. This leads to purposeful priorities that focus on different aspects that need to be developed further. These aspects are used to produce a concise improvement plan, which outlines actions, in addition to an allocation of funding and evaluation arrangements. For example, attention has recently been given to developing a wider range of resources to develop children's physical skills. Throughout their work, the leader and practitioners focus on child development by identifying aspects that are effective and those that could be developed further.

The setting has a good range of practitioners with appropriate qualifications to meet the children's needs. Arrangements to evaluate their performance are effective, and training priorities are given frequent attention and focus on enriching provision. For example, as a result of training on creating stimulating learning areas, practitioners have added to the resources in the different areas of continuous provision successfully. However, not all practitioners' files include all of the necessary information to meet requirements.

The leader facilitates an active and successful relationship with a range of agencies that support the setting with its work. For example, a close working relationship with the nearby school promotes the transition process to the school in due course. The leader and practitioners have a very positive relationship with the children's parents. They organise regular meetings with parents in order to discuss children's progress and wellbeing. Parents value the open-door policy, which allows them to raise anything in relation to their child's development or wellbeing. Practitioners share a summary of work from the term's theme with parents, and an electronic messaging system ensures that they have up-to-date information about the setting's events.

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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