



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

A report on

Cylch Meithrin Nelson

**21A Commercial Street
Nelson
CF46 6NF**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Nelson

Name of setting	Cylch Meithrin Nelson
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Anna Webb
Person in charge	Sharon Lewis-Connolly and Ruth Corney jointly
Number of places	23
Age range of children	2 – 4 years old
Number of children funded for up to two terms	8
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 9.00 – 12.30
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is working towards providing the Welsh language “active offer” and plans to become a bilingual service or is making a significant effort to promote the Welsh language and culture.
Date of previous CIW inspection	November 2019
Date of previous Estyn inspection	January 2012
Dates of this inspection visit(s)	29/03/2022

Additional information

The age of the children provided for has not changed significantly since the previous inspection, but fewer attend than at that time. There are now 15 children who attend regularly, whereas there were 26 at the time of the previous inspection.

Very few children come from Welsh-speaking homes.

Very few children have additional learning needs.

Very few children speak English as an additional language.

Non-compliance

The provider has been informed that the setting does not comply with the Regulations. No notice has been issued but these are identified as areas for improvement that should be given attention by the responsible person.

Information about all instances of non-compliance will be included in the Summary Report on Action and Improvement, which will be sent separately to the report by CIW

Recommendations

- R1 Develop and formalise risk assessments for the environment and occasional activities
- R2 Ensure that fire drills are implemented regularly
- R3 Refine the targets in the improvement plan so that they focus directly on children's learning and progress

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being

Children have a strong voice and make intelligent decisions about what they would like to do. They move confidently and independently from one play area to the next and choose toys and appropriate equipment.

Nearly all children feel happy and have settled at the setting. They know the daily routines well and settle quickly on arrival. For example, children go to wash their hands as soon as they arrive without being prompted by practitioners. Nearly all children are happy and develop a sense of belonging successfully, knowing that practitioners value their views and opinions.

Most children behave well. Nearly all have formed positive relationships with practitioners and are confident to approach them for help or support, where necessary. Most have begun to make friends and form positive relationships with their peers. For example, one child comforts a friend by rubbing their back when they realise that they are sad. They are keen to play together and talk constantly during activities and snack time.

Most children enjoy play and learning activities; for example, they are happy and enthusiastic when making soup by pouring coloured water into a bottle and adding plants from the garden. They express their enjoyment by smiling and laughing and enjoy investigating and moving from one activity to the next, persevering and concentrating for extended periods. A majority of children develop their physical skills effectively by using the good range of large equipment that is provided for them outside. They also learn how to use equipment effectively in social situations. For example, they play intelligently in the home corner and enjoy using different equipment at the workbench.

Nearly all children enjoy learning new skills as they experiment with a wide variety of stimulating play and learning opportunities. They choose activities according to their interest and gather the resources that they need confidently. Most children develop their independent skills well, for example by pouring their drinks at snack time and washing their hands with little support from adults.

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

There is no report on children's learning. This is because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development:

Most practitioners prioritise children's safety appropriately and implement effective procedures to ensure that they are healthy and safe. They follow hygiene processes consistently and are proactive in reminding the children about safeguarding rules. For

example, they remind the children not to hold resources in their hands while walking across the play area. All practitioners have received relevant first aid and child protection training and are familiar with the procedures to follow if they have any concerns about a child or adult. They keep appropriate records of accidents and incidents and monitor these records for safeguarding. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Most practitioners encourage the children to take part in various schemes that promote a healthy lifestyle successfully, such as eating fruit at snack time and washing their hands regularly.

Most practitioners understand the behaviour management policy and act as good role models. They listen attentively to children's views and respond well to their needs. Practitioners interact well with the children and treat them with warmth and kindness. For example, they sit and talk to an unhappy child and comfort her until she settles. Practitioners have good knowledge of each child's preferences and respond to them well. Most practitioners use effective strategies to promote positive behaviour. For example, they adapt their language and vocabulary to ensure that children understand them well.

Most practitioners are good language models and are committed to providing a wide range of play and learning activities for the children through the medium of Welsh. They use suitable questions to challenge the children's understanding and to improve their vocabulary and provide effective opportunities for them to develop a good understanding of their Welshness and the wider world. As a result, a majority of children respond positively with a gesture or a Welsh word. Most practitioners are aware of the children's individual development and implement appropriate strategies to support them and ensure their progress. Most support the children effectively by creating a space in which they can play and prepare activities that pursue their interests. They work together very effectively by sharing observations and discussing any concerns with each other regularly.

Leaders and practitioners understand the needs of the very few children with additional learning needs well and provide for them appropriately. The practitioner who is responsible for additional learning needs contacts the appropriate external agencies regularly for advice and guidance, where necessary.

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

Practitioners plan interesting learning and play opportunities for the children, which meet their needs well. They understand the importance of providing opportunities for children to learn through play and participate actively in authentic contexts. All practitioners work together effectively to plan flexible and interesting activities that are based on the children's ideas and needs. They consider the requirements of the new curriculum for non-maintained settings and do not plan too far in advance in order to build successfully on the children's previous knowledge and understanding. For example, they use a theme such as Spring as a basis for the term's work and consider the children's ideas as a starting point.

Practitioners have thorough knowledge of children's development and use this successfully when planning activities for them. As a result, learning experiences

encourage the children to experiment daily and build systematically on their existing knowledge, understanding and skills.

Practitioners allow children to take appropriate risks, such as climbing a ramp and collecting insects. This allows them to become more confident explorers of their environment. Practitioners devise tasks that develop the children's understanding of the world in which they live and encourage them to take care of it, such as planting flowers in the garden and growing potatoes to use in meals at the setting.

The setting develops the children's communication, literacy, numeracy and ICT skills effectively, particularly in Welsh. They talk to each child constantly and correct their language, where appropriate. They question them fairly skilfully to try to encourage the children to respond in Welsh, particularly given that very few of the children come from Welsh-speaking homes.

When planning, what children need to do and learn is identified, in addition to what the practitioner needs to do to facilitate this. This encourages the children to think for themselves and not to rely too much on adults.

The setting promotes the children's awareness of Welsh traditions and culture well by providing various activities for them, such as singing Welsh songs and the like. Children made Welsh cakes on St David's Day before cooking them at home with their parents. This strengthens the link with parents by encouraging them to help their children at home.

The setting promotes the children's spiritual, moral, social and cultural development well. Practitioners devise specific activities for them to use their curiosity and focus specifically on the awe and wonder of the world in a variety of contexts, such as studying nature in the setting's garden. They focus on nurturing honesty, fairness, respect and righting their wrongs in all of their activities and ensuring that children understand that they need to treat each other, their environment and their resources with care. Activities ensure that children understand the importance of recycling very well. Activities to develop children's social skills include taking responsibility, such as distributing resources and tidying up, and showing initiative during their tasks, such as building a path from wood to avoid walking on the ground underneath. There is an appropriate focus on developing the children's understanding of different cultures. They plan opportunities for them to choose and listen to a variety of songs during plenary sessions and learn about Diwali, the Chinese New Year and Christmas customs.

Practitioners have suitable up-to-date knowledge of child development and the effect of additional learning needs on their development. They have high expectations of all children, including the very few with additional learning needs. They know their children well and understand their developmental needs thoroughly.

Practitioners assess the children regularly and distribute any records systematically to the appropriate key worker so that they understand their strengths, areas for improvement and progress in all aspects. In due course, the key worker records these on the child's profile, which contributes to their summative assessments. This method of recording ensures that the key worker has a clear and complete knowledge of each child's development in all areas and enables them to provide parents and carers with regular and accurate feedback on their children's progress.

Environment:

The setting has two floors and two learning rooms on each floor, in addition to an outdoor area. The environment is safe and clean and, as a result, promotes the children's safety and well-being well. The setting has robust arrangements for welcoming visitors to the building and ensuring that they follow effective safety procedures as the children arrive at, and leave, the site. Leaders ensure that there are effective health and safety procedures in place to monitor and manage any possible risks and they deal with any associated issues quickly and effectively. Leaders conduct a variety of safety tests regularly. However, they have not held regular fire drills during the last eighteen months. The leader and practitioners are proactive in identifying and reducing risks regularly, for example by completing a checklist every day for each part of the environment. However, the setting does not have formal risk assessments for the environment or occasional activities.

The setting is a welcoming and friendly place and provides a rich and happy environment for play and learning. Practitioners manage movements between the two floors very effectively during learning sessions. There is plenty of room for the children to move around freely and for practitioners to support group activities well, such as in the messy play area and the cooking corner or story time. This supports the development of children's skills across the curriculum effectively. The outdoor environment provides an appropriate space and opportunity for children to be physically active, explore and experiment outdoors for appropriate periods. Dining facilities are suitable for the age and number of children, and the toilets and nappy changing facilities are clean and comply with hygiene requirements effectively.

Practitioners prepare a stimulating environment for children and ensure that they all benefit from the wide range of resources that are available. The setting has a number of attractive displays that celebrate the children's work successfully. This promotes a purposeful sense of self-respect and self-worth among the children. Furniture, equipment, toys and resources are of good quality and are maintained efficiently. They are stored at a low level to enable the children to choose them independently without adult intervention. Leaders and practitioners ensure that the children use a wide range of toys and learning resources that are available to enrich their learning experiences and encourage their curiosity. For example, they add natural materials, plastic and real equipment for children to use in the play areas. Practitioners provide regular opportunities for children to learn purposefully about recycling resources such as paper and food, for example by recycling cardboard waste to create musical instruments.

Leadership and management:

Leaders have a clear vision for the setting, based on ensuring that every child is happy, receives good care and makes good progress in a Welsh environment. They convey this vision successfully and ensure that all practitioners work together in a happy environment. There is a positive ethos and everyone feels that they are valued. The setting's objectives are clear and focus specifically on the vision. All practitioners understand them and implement them and they are available to parents, where necessary. The statement of purpose and parent pack provide parents with an accurate picture of the setting.

Leaders set high expectations for themselves and practitioners. They support all practitioners well, provide them with suitable professional development opportunities and encourage and challenge them to do their best. The main focus recently has been on developing the new curriculum and child development. This has had a positive effect on their planning methods.

There is a close and effective link between leaders, the responsible person and the trustees. This enables the responsible person and trustees to support and challenge leaders appropriately to ensure the setting's success. Leaders and trustees give suitable consideration to any complains and address them appropriately.

The setting has suitable procedures to evaluate its work. These use first-hand evidence to identify the setting's strengths accurately, as well as any areas for improvement. Leaders consider the views of practitioners, parents/carers, children and other stakeholders as part of these procedures and use the outcomes to prioritise issues that they would like to improve. However, the priorities in the improvement plan are not always worded clearly enough and do not focus directly on children's learning and progress. This makes it difficult to measure their effect.

Leaders obtain various and significant grants to enrich resources and appropriate funding is allocated to try to improve the quality of care, play and learning. Expenditure ensures that resources are of good quality and have a positive effect on children's learning and well-being. The setting makes suitable use of the funding that is receives, including the Early Years Development Grant, to expand resources.

The setting has a suitable number of practitioners with relevant and appropriate qualifications and experience. Practitioners understand and fulfil their roles well in relation to the setting's aims, plans and strategic responsibilities. However, the setting's procedure for observing and evaluating their work is not rigorous enough and does not always lead to clear targets for improvement. Although the setting has begun the process of renewing the responsible person's safeguarding check, it has not yet received a certificate.

The setting has a successful record of working with a variety of partners to improve children's health, learning and well-being. One group of important partners that is works closely with is parents and carers. It has close links with them to identify their children's individual needs and preferences before they start at the setting and during their time there. Practitioners also engage well with parents and carers so that they understand strengths and any areas for development. The setting has a closed social media platform to share messages, advice, plans and activities with parents and carers. This is useful for them to see what their children have been doing at the setting and to celebrate their successes. Parents value this greatly.

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).

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