



Estyn

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

Inspection of

Cylch Meithrin Y Ffôr

**The Community Centre
Y Ffor
Pwllheli
LL53 6UP**

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 Y Ffôr

Name of setting	Cylch Meithrin Y Ffôr
Category of care provided	Sessional day care
Registered person(s)	Heidi Jones
Responsible individual (if applicable)	
Person in charge	Wendy Williams
Number of places	24
Age range of children	2-4 years old
Number of children funded for up to two terms	6
Number of children funded for up to five terms	0
Opening days / times	8:30 am – 12:15 am Monday, Tuesday, Wednesday and Friday
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 Welsh language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of the children who use, or may use, the service.
Date of previous CIW inspection	11 February 2019
Date of previous Estyn inspection	March 2012
Dates of this inspection visit(s)	22/03/2022
Additional information	

Non-compliance

No issues of non-compliance were identified during this inspection.

Recommendations

- R1 Develop the use of the local area to give children opportunities to become familiar with, and feel part of, the community
- R2 Form a management committee to secure additional support for the registered person and person in charge

What happens next

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

Main findings

Well-being:

Nearly all the children are happy and content when they arrive at the setting. They cope well when leaving their parents or carers and are keen to join in the activities with their friends. Nearly all the children have formed positive relationships with practitioners and are confident that they could approach them for help or support as needed. They respond well to praise and are keen to share their successes. For example, they smile and show pride in their work after a practitioner praises their artwork.

Nearly all the children make decisions and choices for themselves effectively. They move around the learning and play areas easily, following their interests and choosing from the variety of experiences that are available to them. Most of the children express their feelings confidently. They are keen to share their experiences with adults and are confident that practitioners will show interest in, and respect for, what they have to say. For example, when a child noticed a spider's web whilst playing outside she was keen to share this with the practitioners. They had a conversation about spiders and the child was proud that the practitioners listened carefully and shared her interest.

Most of the children have begun to make friends and form positive relationships with their peers. They interact well and enjoy playing and completing tasks together. Nearly all the children socialise willingly and happily share toys and take turns without making a fuss. A good example of this is the way in which the children work together to create a path with the wooden planks and tyres, and take turns walking along the path and then congratulate each other on reaching the other end.

Nearly all the children enjoy their play and learning. They concentrate well when tackling tasks and enjoy experimenting with different equipment and materials. For example, they persevere well when experimenting with dough, adding sequins and using different shape cutters. Most of them are curious about the world around them and enjoy playing with natural materials and using their imagination effectively. For example, they love to experiment with water and spray to create puddles and use chalk to change the colour of the puddles.

Nearly all the children choose activities according to their interests and are developing good independent skills. For example, they begin their artwork after collecting scissors, felt pens, stickers and paper themselves. In addition, during snack time, almost all the children are keen to wash their hands and pour drinks independently.

Learning (applies to three- and four-year-olds who are not receiving education in a maintained setting):

There is no report on children's learning. The reason for this is that there were not enough three- or four-year-olds present at the time of the inspection that do not receive funded education elsewhere for us to be able to report on without identifying individual children.

Care and development:

The practitioners prioritise child safety and put effective procedures in place to ensure that the children are healthy and safe. They have all received relevant child protection training and are familiar with the procedures to follow if they have any concerns about a child. The setting's arrangements for safeguarding children satisfy requirements and are not a cause for concern. All the practitioners have completed paediatric first aid training, which prepares them for administering appropriate treatment if required. They record any accidents appropriately, by ensuring that a parent signs these records. Fire drills are completed regularly and recorded effectively.

Tailored procedures are used well in order to prevent the spread of infection. For example, the practitioners encourage the children to wash their hands after using the toilet and when following appropriate food-handling procedures. The practitioners successfully promote healthy eating and exercise. They encourage the children to eat fruit and ensure that there are beneficial opportunities for them to develop their physical skills and to spend time outdoors.

The practitioners have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. All the practitioners use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they draw the children's attention to another activity if they have difficulty sharing or taking turns and by giving a clear explanation when their behaviour is unacceptable. All the practitioners model social skills effectively when playing alongside the children.

The setting has appropriate arrangements in place to identify and support the children's individual needs, including children with additional learning needs. The practitioners collect enough information about preferences, needs and any other relevant information before the children start attending the setting. This enables them to plan effectively for the children's individual needs. Robust procedures are in place to ensure the practitioners can successfully work with outside agencies if it is necessary to arrange any additional support. Practitioners track the children's progress effectively through regular observations and assessments. They also create bespoke books to share with the parents at the end of each year that include photographs of the children taking part in activities and some of their successes.

Teaching and assessment (applies to three- and four-year-olds who are not receiving education in a maintained setting):

The practitioners implement an enjoyable curriculum that reflects the philosophy of the foundation phase well. They have also begun to successfully introduce the ethos of the Curriculum for Wales by making an effective transition to a method of in the moment planning. The wide range of valuable learning and play experiences, both indoors and outdoors, has a positive impact on the children's outcomes and successfully creates independent learners.

All the practitioners model spoken language effectively, reinforcing familiar language patterns and vocabulary firmly throughout the session. They converse naturally, listen to the children's language efforts, and question them skilfully in order to extend

their understanding and thinking skills successfully. For example, when discussing where the water will flow when gutter parts are not properly connected.

The practitioners plan a range of interesting experiences for the children that successfully create inquisitive learners and develop their skills successfully. For example, when they use saucepans, water, soil and herbs, children have opportunities to become engrossed in their play and develop their physical, creative and mathematical skills. This wonderful provision gives each child the opportunity to play and concentrate for long periods and learn at their own level.

The practitioners plan purposefully in order to develop children's physical and creative skills well. They give them beneficial opportunities to learn practically by using a variety of equipment to cut, paste, press and roll when making marks and experimenting with clay. The practitioners encourage children to be creative and to enjoy the process and become engrossed while creating and experimenting. The practitioners offer purposeful opportunities for children to use Information and Communication Technology (ICT) equipment in their learning and play, for example when discussing their films on a tablet computer.

The practitioners know each of the children well and a close relationship exists between them. They use their knowledge of the children's interests and background effectively to develop their skills further, for example, when they encourage children to discuss their families and pets. They supervise effectively and are aware of when to join in the play and take advantage of any opportunities to scaffold the learning. The procedures for observing and assessing the children's development are effective. The practitioners observe regularly and note what the children are achieving. They enable the children to repeat and refine their skills and set relevant challenges for them to take towards the next steps in their development.

Generally, the practitioners plan beneficial learning experiences to develop the children's spiritual, moral, social and cultural skills. They provide some interesting opportunities that motivate the children to show interest in the lives of others around the world. For example, when creating a Chinese dragon and a tiger mural when discussing and celebrating the Chinese New Year. The practitioners plan beneficial opportunities for the children to learn about Wales and different traditions, such as St David's Day and St Dwynwen's Day. The practitioners make some use of the community. However, they have not benefited enough from using the local area to reinforce the learning experiences and a sense of belonging to the community.

Environment:

The leaders ensure that effective health and safety procedures are in place to monitor and manage any potential hazards. Written risk assessments are in place. These are comprehensive and outline the steps that have been taken to reduce or prevent risk to the children. The practitioners complete daily checks of the play areas, toys and resources and keep a record of any further action that's needed. When any hazards are identified, the practitioners deal with these quickly and effectively. For example, by regularly cleaning the water, sand and clay off the floor to reduce the risk of slipping.

The play areas are nice, comfortable and comforting and there is plenty of space for children to move around easily. The leaders ensure that children have a sense of belonging by displaying examples of their work on the walls. The practitioners ensure that the playroom offers a range of appropriate learning areas with a wide range of activities and resources that successfully enrich the children's experiences. For example, all the play areas have a variety of natural materials and resources, such as pine cones, twigs and shells, to build on children's understanding of the world around them. The outdoor play area offers many exciting experiences that engage the children effectively. For example, an opportunity to experiment with herbs in the mud kitchen and to experiment with different pipes and containers while playing with water.

The leaders ensure that the children have access to a wide range of interesting and exciting resources and equipment of good quality. They are stored at a low level to enable the children to make independent choices without adult intervention. The leaders also ensure that there are valuable opportunities for the children to play and experiment with recycled materials, for example when using empty boxes and large wooden rails in the construction area. All the furniture and equipment are suitable for the children's age and size. Thorough records are kept of cleaning tasks, including regular disinfection of toys. As a result, the equipment and toys are clean and in very good condition.

Leadership and management:

The registered person and the person in charge have a clear vision which is based on providing a high standard of welfare, care and learning within a Welsh environment. The practitioners and the person in charge work together very successfully as a team to achieve the vision. They have high expectations of themselves, which is a valuable contribution to their work ensuring a stimulating and supportive atmosphere for the children. They meet regularly to arrange valuable play and learning experiences for the children. In addition they are beginning to prepare enthusiastically for the Curriculum for Wales and the Additional Learning Needs (ALN) Act.

The registered person and the person in charge work closely together to ensure high standards across the setting. They ensure that the practitioners are competent and experienced and make the best use of their personal skills to achieve the setting's objectives. The registered person and the person in charge have effective arrangements for the regular supervision and monitoring of the practitioners. As a result, training to support the knowledge of the whole team responds to the sensible and purposeful targets for improvement. However, there is no permanent committee to support the setting. As a result, a large part of the managerial duties fall on the person in charge and the registered person, who is also a practitioner in the setting.

The setting has well-established self-evaluation procedures in place throughout the year. The registered person and the person in charge ensure they give robust consideration to the views of the practitioners, the parents and the children. This is done by using questionnaires and having regular discussions in order to respond knowledgeably to the children's needs.

The setting has a wide range of valuable partnerships that have a positive effect on provision and the children's standards. The registered person and the person in charge work closely with the school to make beneficial use of the school grounds in order to create an effective outdoor area that develops the children's literacy and physical skills beneficially. Links with local schools help the children transfer at the end of their time at the cylch. For example, the children have the opportunity to attend taster sessions in the nursery classes and the nursery teachers visit the cylch before the children transfer to the school. The practitioners work very effectively with the local authority's advisory teacher and act on advice to develop provision continuously.

The setting benefits from a beneficial partnership with the parents. The leaders keep the parents well informed about activities on a social website and by regularly sharing important information about their children's development. They respond to the parent questionnaires to arrange a beneficial opportunity for the children, the practitioners and the families to get to know each other better. This contributes well to the children's well-being and development.

Copies of the report

Copies of this report are available at the setting and from the CIW and Estyn websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

This report was translated by Prysg (Welsh to English).

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