

**A report on**

**Cylch Meithrin Mornant**

**Ysgol Gymraeg Mornant**

**Picton Road**

**Picton**

**Penyffordd, Holywell**

**CH8 9JQ**

**Date of inspection: May 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 Mornant

|  |   |
|--|---|
| Name of setting                                    | Cylch Meithrin Mornant  |
| Category of care provided                          | Sessional care  |
| Registered person(s)                               | Michelle Brooks-Jones   |
| Responsible individual (if applicable)             |   |
| Person in charge                                   | Michelle Brooks-Jones   |
| Number of places                                   | 28  |
| Age range of children                              | 2 to 4 years  |
| Number of children funded for up to two terms      | 21  |
| Number of children funded for up to five terms     | 9   |
| Opening days / times                               | 11:30 to 3:30 Monday to Friday during term time only  |
| 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                    | May 2019  |
| Date of previous Estyn inspection                  | May 2014  |
| Dates of this inspection visit(s)                  | 03/05/2022  |

Additional information

No children speak Welsh as their main language at home.

## **Non-compliance**

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

## **Recommendations**

- R1 Improve experiences in terms of promoting children's understanding of different cultures
- R2 Improve provision and the use of information and communication technology (ICT) resources
- R3 Ensure consistency in the process of supervising and evaluating staff

## **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 good decisions about their play. They know that their voices are heard by adults and act on their wishes. For example, practitioners have developed a sand cabin in the outdoor area after the children expressed their fondness for playing with sand inside the building.

Most children arrive eagerly and cope exceptionally well when separating from their parents and carers. They form positive emotional attachments with practitioners and other children and notice immediately if one of their friends is absent. Most play enthusiastically with each other. They co-operate highly appropriately and take turns very well. For example, children co-operate without fuss when building a tower with 10 small blocks and receive relevant advice from their friends. As a result, they develop good socialising skills and enjoy talking casually during lunchtime about their parents' birthdays and forthcoming holidays.

Nearly all children are very happy at the setting. They are excited when undertaking their activities. For example, they enjoy role-playing in the small world area and vegetable shop and enjoy buying vegetables, cooking soup and eating it in the home area. They laugh out loud while watching chicks and ducklings jumping into water and enjoy describing the chicks by using words such as '*melyn, meddal a fflwfflyd*' ('yellow, soft and fluffy').

Most children show a positive attitude to their play and learning and enjoy discussing the colours of different foods, such as pink meat, while eating their lunch. Most know the days of the week well and are able to describe the weather correctly. They concentrate for extended periods and are beginning to consider and understand how to take risks sensibly. For example, they use vehicles and bicycles very confidently on the playground and cope well when riding on slopes.

Most children are very familiar with the daily routine and nearly all know that they need to wash their hands thoroughly on arrival and before sitting at the table and for circle time. They move confidently and independently from one play area to another and choose appropriate toys and equipment. Most children pour their own drinks efficiently and recognise their personal stars confidently during self-registration. They also recognise their own coats and bags easily. These practices motivate children to take responsibility for their belongings and promote their independence effectively.

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

Most children play together purposefully and make good progress in their learning. They develop confidence while applying a wide range of skills, which has a successful effect on their learning and cognitive skills.

Most children listen attentively to instructions and act on them productively. They communicate clearly with each other when undertaking periods of extended creative play. For example, they persevere diligently in the construction area when using a

cement mixture and three-dimensional blocks to build a wall. They respond to discussions and practitioners' questioning intelligently, such as considering what colours they need to paint a rainbow.

Most children's confidence when using the Welsh language is developing appropriately. They enjoy joining in with familiar rhymes and understand an increasing vocabulary. For example, they describe farm animal sounds correctly and respond eagerly to music, such as singing enthusiastically about the days of the week.

Most children enjoy discussing books and engage with stories enthusiastically, by sitting together to enjoy the pictures and discussions about the story. They respond with interest to different characters and consider the consequences of events thoughtfully, such as responding with wonder to an individual's disastrous and funny adventures on the farm.

During their play, most children make marks purposefully with different media, such as chalk and paint. They are beginning to develop their early writing skills and make notes meaningfully in the role-play office and compare the features of ducklings and chicks by drawing carefully. As a result, they enjoy their early literacy experiences and explain the purpose of their writing purposefully.

Most children use mathematical language intelligently and in the correct context. They have good numeracy skills and enjoy playing with a wide range of mathematical equipment. They count to ten correctly with each other and have an increasing understanding of the relationship between numbers and groups of objects. They are beginning to recognise different shapes and discuss the number of sides confidently.

Most children solve problems effectively, such as working together to fish with magnets for specific sea creatures. They also experiment purposefully with full and empty volumes by filling jugs before pouring water into troughs.

Most children develop satisfactory information and communication technology (ICT) skills by using the limited opportunities that are available to them, such as controlling an electronic lorry's direction of travel. As a result, they familiarise themselves adequately with technology by using the equipment occasionally in their daily activities.

Most children develop successful physical skills by riding bicycles, dancing and climbing on adventure equipment. They develop purposeful thinking and creative skills which has a positive effect on their learning. For example, they use hexagons and pentagons confidently to create interesting sequences on a light box and plan a house on a blackboard with chalk in the construction area.

### **Care and development:**

Practitioners prioritise children's health and safety effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have attended relevant and up-to-date safeguarding training. As a result, they are familiar with the child protection policy and are able to answer questions about safeguarding confidently.

Practitioners are very familiar with the setting's health and safety procedures and follow them thoroughly to keep children healthy and safe. They have attended appropriate training, such as first aid and food hygiene, and supervise the children carefully. Practitioners wipe the tables thoroughly and ensure that children wash their hands frequently.

Practitioners offer children a variety of healthy foods during snack time, such as crackers and fruit, and remind the children of the importance of eating healthily. They record accidents and injuries appropriately and ensure that parents sign the record in line with the policy, which is good practice. Practitioners ensure that children are given purposeful opportunities to use the outdoor area for physical activities, such as kicking and throwing balls and planting plants.

Practitioners collect a great deal of information about the children to ensure that they have a sound understanding of their individual needs, abilities and interests. Practitioners allow children to take safe risks in line with their interests and this philosophy has a positive effect on children's well-being and development.

Practitioners ensure that they treat children equally and celebrate occasions such as St David's Day and St Dwynwen's Day effectively. However, resources to promote multicultural values among the children are limited and practitioners do not make the best use of these resources.

Practitioners use positive behaviour management strategies effectively and set firm boundaries fairly. They praise children frequently and this has a positive effect on their self-confidence. They are kind and caring when speaking to the children and, as a result, create a relaxed atmosphere. Many practitioners interact very well with the children. They encourage them to define and guide their own play and intervene wisely to avoid any disagreements between the children. Practitioners also attend courses to support any children with additional learning needs to ensure that they have up-to-date knowledge.

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

Practitioners' teaching is effective and motivates children to develop a wide range of purposeful skills. Practitioners' intelligent teaching methods encourage children to co-operate sensibly, which has a positive effect on their knowledge and understanding. They provide interesting activities, which enables children to take risks and develop their cognitive skills well. For example, they challenge children to fill wellingtons with soil to plant flowers around the shed and build small, medium and large sandcastles.

Practitioners intervene effectively during activities and motivate children skilfully to experiment while playing. They hold purposeful discussions with children on how to improve their work. As a result, most children develop as independent learners. For example, practitioners challenge children to discover the best ways to flow water through bottles and troughs on the water wall to avoid wasting liquid.

Practitioners provide a broad and balanced curriculum, which includes skilful discussions and a willingness to pursue children's suggestions and interests

successfully. They plan together in detail to stimulate children's learning through a variety of practical challenges, such as building towers from wheels to correspond to their height. They also use these thoughtful conversations and weave them wisely into their assessments to plan the next purposeful steps in individual children's learning.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills and extend their understanding by questioning them skilfully while playing. This is done as the children draw newly hatched chicks by making marks with chalk and crayons and by challenging them to sort and number farm animals in the small world area. However, they do not provide consistent and regular opportunities to improve children's early digital skills.

Practitioners ensure that children develop their physical skills successfully by encouraging them to move crates to make cars and climb and slide confidently on adventure equipment. They provide effective creative activities, such as creating different rhythms with a xylophone and percussion instruments on saucepans. They also mix water, sand and twigs with children in the mud kitchen to create different meals and encourage them to role-play by dressing up as superheroes to ride bicycles.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's Day and contribute to dancing and singing during the setting's eisteddfod. They also celebrate diversity satisfactorily by studying the customs of the Chinese New Year.

Practitioners provide parents and carers with beneficial information about their children's achievements on social media and through oral discussions.

### **Environment:**

The environment is secure and very clean and, as a result, promotes children's safety and well-being appropriately. The setting has robust arrangements for welcoming visitors to the building and practitioners follow effective safety procedures when children arrive at and leave the site. It is ensured that risk assessments are up-to-date and the leader ensures that fire extinguishers and electrical equipment are checked regularly. The setting is cleaned on a daily basis and is well-maintained.

The environment is welcoming and stimulating and attractive displays reflect children's work and interests. Good use is also made of the walls to promote children's literacy and numeracy when recording their attendance, the days of the week and the weather. Practitioners display children's work skilfully, which gives children a sense of pride and belonging. For example, they display rockets created by the children by using different shapes and colours.

The environment is very inclusive and all children have free and equal access to all resources and various activities. There is a wide variety of resources in all areas and all equipment and toys are within children's reach. Leaders and practitioners organise the environment successfully to promote independence, which encourages successful developments in children's learning.



The stimulating play areas, such as the role-play and small world areas, promote children's learning effectively. For example, they are able to wash clothes in the washing machine and iron them confidently. They also make shopping lists voluntarily in the vegetable shop by making marks, as paper and pencils are available to all children. Resource boxes are labelled with a picture and a word, which helps children with their understanding and literacy. This enables children to make sensible choices about their play. The sensory room and purposeful resources that are available reinforce children's physical development and well-being.

The environment allows children to move safely between the indoor and outdoor areas. Leaders have invested heavily in the outdoor area and it provides excellent opportunities for children. The construction shed, mark-making barn and sand cabin provide excellent opportunities for children to immerse themselves in creative and imaginative activities.

### **Leadership and management:**

Leaders ensure that the setting's leadership strategies are purposeful and focus successfully on improving provision and children's outcomes. Their vision is clear and they promote effective co-operation among the practitioners. As a result, they reliable philosophy creates an interesting environment that promotes children's learning purposefully. However, leaders do not inform Care Inspectorate Wales about specific events and changes within the correct timescales.

Leaders follow safe, robust and timely recruitment processes, set sensible expectations and support practitioners to maintain high standards. Leaders ensure that practitioners work effectively as a team. They enable practitioners to attend purposeful training to improve their teaching and care practices. As a result, practitioners are conscientious and keen to succeed, by adopting the suggestions of leaders and support agency officers. However, practices for supervising and evaluating practitioners' work are not consistent or stable.

Leaders focus on introducing regular improvements to develop the setting's practices further. They conduct efficient self-evaluation procedures that lead to useful targets for improvement. As a result, they identify the setting's strengths and areas for improvement well. For example, recently, they have focused on sharpening their assessment practices to better target the next steps in children's learning.

Leaders ensure that full consideration is given to the views of everyone who is involved with the setting. They conduct effective discussions with all stakeholders, such as support agencies, to improve provision and children's experiences. For example, they act on advice to develop planning practices to better pursue children's interests. They also hold regular discussions with parents and carers meaningfully through social media.

Leaders have formed a range of robust local partnerships that provide engaging experiences for children. For example, an ice-cream van was invited to the setting to teach children to buy goods independently from a salesperson. The productive relationship with the school prepares children for the next step in their education effectively. As a result, leaders ensure successful pastoral care for children, which

creates a sense of belonging among children and adults. This positive environment motivates children to do their best and persevere while playing and learning.

Leaders allocate resources successfully. They use the budget effectively and prioritise expenditure against the setting's targets wisely. For example, leaders' use of grants and support from local companies is innovative, which ensures a commendable building and provision. They also fund various resources intelligently, such as the mark-making barn and sensory room.

## 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))

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

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