

A report on

**Cylch Meithrin Nefyn
Y Caban
Ysgol Gynradd Nefyn
Ffordd Dewi Sant
Nefyn
Gwynedd
LL53 6EA**

Date of inspection: June 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 Nefyn

Name of setting	Cylch Meithrin Nefyn
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Rhian Parry
Person in charge	Dwynwen Morus Hughes
Number of places	16
Age range of children	2 to 4 years old
Number of children funded for up to two terms	18
Number of children funded for up to five terms	4
Opening days / times	9am to 3pm Monday to 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 “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	This is the setting’s first inspection after registering as a Charitable Incorporated Organisation.
Date of previous Estyn inspection	May 2014
Dates of this inspection visit(s)	28/06/2022

Non-compliance

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

Recommendations

R1 Improve the use of information and communication technology (ICT) resources

R2 Improve communication with parents and carers about children's learning experiences 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 area to another and choose appropriate toys and equipment successfully. They also choose to sit next to their friends during snack time and communicate with each other naturally and fondly.

Most children feel happy and have settled well at the setting. They are familiar with the daily routines and settle quickly on arrival at the beginning of the session. For example, children wash their hands as soon as they arrive and many of them do so without encouragement from practitioners. The very few children who are uncertain and anxious relax quickly once they have been encouraged and comforted by practitioners. Nearly all are happy and develop a sense of belonging successfully, knowing that practitioners value their views and opinions.

Most children behave exceptionally well. They say '*plis*' ('please') and '*diolch*' ('thank you') of their own accord and treat each other and practitioners with respect. Most children take turns and share resources well. For example, they pass a playdough roller to each other happily when pressing the shapes of leaves and flowers into the dough. They form positive relationships with practitioners and approach them confidently for help or support, where necessary.

Most children have started to make friends and form positive relationships with their peers. For example, they praise their friends' paintings enthusiastically with adjectives such as '*gwych*' ('great') and '*lyfli*' ('lovely'). They are keen to play with each other and talk constantly during activities and snack time about their successes and how to pour water and milk carefully.

Most children enjoy their play and learning activities. For example, they are happy and enthusiastic when creating different types of food with playdough, such as lettuce and sausages, and add fresh herbs to their meals confidently. Others enjoy making food and drinks in the playhouse. They express their enjoyment frequently by smiling and laughing and when presenting their produce to practitioners with pride.

Most children develop their physical skills effectively by using a good range of equipment that is provided for them outside. They persevere and concentrate for extended periods while climbing, sliding and jumping on adventure equipment. Most children develop their independent skills exceptionally well, such as pouring their drinks and cutting fruit with a knife during snack time. They also take off their shoes and put on their wellingtons themselves confidently without much help from practitioners.

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:

All practitioners focus continuously on keeping children safe and healthy. They understand their roles and responsibilities well and implement all of the setting's policies and procedures effectively. All practitioners have up to date first aid certificates. As a result, practitioners follow robust procedures when dealing with any accidents.

All practitioners have received child safeguarding training and are confident about how to act should they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners form a very close working relationship with children and provide caring guidance and support. They gather a useful range of information from parents and carers about children's individual routines before they start at the setting. As a result, practitioners know the children very well and have a thorough understanding of their needs and interests. For example, they respond positively to children who are unsure when meeting unfamiliar people and support them to develop their self-confidence and trust amongst themselves.

Practitioners take pride in the progress made by children and are passionate about providing the best care so that children thrive. Practitioners understand the behaviour management policy and act as good role models. They listen attentively to children's views and respond carefully to their needs. Practitioners interact positively and kindly with the children and treat them with dignity and respect consistently. For example, they are considerate and vigilant when dealing with children's personal needs. They are also enthusiastic when inspiring the children to respond energetically to activities in the outdoor area, such as flowing water through pipes and troughs.

Practitioners promote children's health and well-being effectively. They have purposeful discussions with parents and carers about healthy and nutritious snacks and drinks. They follow detailed hygiene procedures and these practices have been embedded effectively in the children's daily routines. Practitioners promote physical activities successfully and provide regular opportunities for children to develop adventurous and skilful attitudes to learning. There are effective procedures to support children with additional learning needs and practitioners have thorough knowledge of how to refer children with needs to the relevant effective support agencies.

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

Practitioners provide a broad and balanced curriculum and plan together intelligently to promote children's learning through a variety of practical challenges. They hold sensible discussions with the children and are willing to pursue the children's interests skilfully. For example, children are given independent opportunities to build towers with three-dimensional shapes and are challenged to fill boxes with dry and wet sand before comparing them.

Practitioners have sincere conversations with the children and combine them with their assessments effectively to plan purposeful next steps in individual children's learning. They use assessments effectively to provide parents and carers with beneficial information about their children's achievements. This is done by using social media occasionally, through oral discussions and in progress booklets.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills and extend their understanding by questioning them skilfully while they play. This is done as the children paint penguins from the Antarctic confidently and mix green and yellow to illustrate a daffodil during St David's Day celebrations. They also motivate children effectively to make marks with a pencil on a notebook when taking a telephone message and encourage them to sort and number farm animals in the small world area. However, they do not provide frequent and regular enough opportunities to improve children's early digital skills.

Practitioners' teaching succeeds in motivating children to develop a wide range of skills. Practitioners' robust teaching methods encourage children to work together purposefully, which has a positive effect on their knowledge and understanding. They provide engaging activities that enable children to try and develop good cognitive skills. For example, they challenge children to flow water from one trough to another and decorate a playdough cake with flowers and twigs completely independently.

Practitioners intervene effectively during activities and motivate children wisely to experiment while they play, such as balancing buckets of water on scales. They hold purposeful discussions with children on how to improve their work. As a result, most children develop as independent learners. For example, practitioners allow children to hit pegs into holes with a hammer and decide how to set the table with relevant dishes to feed their dolls without intervention.

Practitioners ensure that children develop their physical skills successfully. They encourage them to move crates, bricks and large pieces of wood to build walls and climb and slide confidently on adventure equipment. They provide effective creative activities, such as creating different rhythms by hitting saucepans, a tambourine and bells in the outdoor area. They also prompt children to mix water and soil in the mud kitchen to create meals and encourage them to role-play by wearing bracelets and necklaces in the home area.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating the story of St Dwynwen and the history of the local coast. They also celebrate diversity well by studying Chinese food and rangoli patterns.

Environment:

Children receive care and education in a safe and clean environment. Leaders and practitioners respond to any risks promptly and purposefully to ensure the children's safety. For example, they conduct regular checks to ensure that the outdoor equipment meets the relevant safety requirements.

Practitioners are very aware of safeguarding issues and the requirement for them to conduct regular fire drills. The site is secure and visitors cannot access any part of

the internal setting unless practitioners give them access. The setting shares an outdoor area with the school and has an enclosed area on the playing field specifically for the setting. This area is enclosed with an external fence which prevents any child from leaving the site without an adult. There are also robust procedures in place to lead children safely to the outdoor area.

Practitioners ensure that the environment is welcoming and friendly. The layout of the environment and resources provide rich play and learning experiences. Practitioners organise the room to provide stimulating play and learning areas for children. They provide purposeful opportunities for children to use equipment and resources independently, such as the role-play area and sand area, which provide different textures and dry and wet sand.

There is an engaging variety of resources within the children's reach in all areas, including resources that promote children's awareness of cultural diversity and equal opportunities. For example, there are dolls and a number of reading books from different cultures available. There is also a large number of natural resources, such as logs, rice, pasta and buttons, which promote children's creativity successfully. The role-play area includes real dishes, which promotes children's awareness of the need to respect and care for the resources.

The outdoor environment provides extensive space with exciting opportunities for children to play and learn outdoors. Leaders and practitioners create adventurous learning areas. For example, car tyres are used successfully to grow flowers and herbs. There are also useful areas available for children to develop their sensory skills by playing with different materials, such as pebbles and pieces of slate. As a result, the indoor and outdoor resources are of a very high quality and are within easy reach, which enables children to make sensible choices while playing and learning independently.

Leadership and management:

The leaders' robust vision to ensure effective provision enables practitioners to act flexibly and purposefully to improve children's outcomes. Leaders have established purposeful leadership strategies, which focus directly on providing engaging learning experiences to develop children's well-being and learning. The positive attitudes of all practitioners promote effective co-operation. Practitioners share the agreed vision of creating an interesting environment that leads to a curriculum and teaching of a high standard.

Leaders enable practitioners to attend purposeful training to improve their knowledge and care practices. They also follow safe recruitment processes and set sensible expectations to support practitioners to maintain high standards. As a result, practitioners are conscientious and keen to succeed by adopting the suggestions of leaders and officers from support agencies.

Leaders maintain efficient self-evaluation procedures, which lead to useful targets for improvement. These focus on introducing frequent improvements to develop the setting's practices further. As a result, they identify the setting's strengths and areas for improvement well. For example, they have focused recently on improving opportunities to develop children's creativity in continuous provision.

Leaders ensure that full consideration is given to the views of everyone who is involved with the setting. They hold 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 have also listened to the suggestions of parents and carers to improve the contact between the home and the setting. However, although the use of social media is in place, it is not wholly effective in providing parents and carers with up-to-date information about their children's experiences and progress.

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 during play and learning. The productive relationship with the school reinforces children's understanding of their local area and prepares them for the next step in their education effectively. Leaders have also forged a range of robust partnerships locally, which provide engaging experiences for children. For example, children go to the local shops to buy goods and visit the library and the town's pharmacy.

Leaders allocate resources successfully. They use the budget effectively and prioritise expenditure against the setting's targets intelligently. For example, grants are used well and resources are funded wisely, such as the playhouse, the mud kitchen and adventure equipment in the outdoor area.

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).

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