



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

A report on

Machynlleth Community Children's Project Ltd

**Ty Melfed
Craigfryn
Machynlleth
Powys
SY20 8JB**

Date of inspection: July 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 Machynlleth Community Children's Project Ltd

Name of setting	Machynlleth Out of School Club
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Iona Sawtell
Person in charge	Holly Davidson Shoned Rees Kelly Watkinson
Number of places	19
Age range of children	3 to 12 years
Number of 3 and 4 year old children	There are 16 three year-olds and 14 four year-olds
Number of children who receive funding for early education	14
Opening days / times	Monday to Friday 8:30 - 17:45
Flying start service	No
Language of the setting	The setting provides care and education through the medium of English, Ten children have English as an additional language.
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	19 April 2018
Date of previous Estyn inspection	May 2013
Dates of this inspection visit(s)	05/07/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Make effective use of observations to identify opportunities to extend children's learning

R2 Always ensure thorough supervision of children

What happens next

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

Main findings

Well-being:

Nearly all children make purposeful choices about what they want to do. They are confident when choosing resources and moving from one learning area to the other. A few children, who are not ready to sit at snack time, are respected to explore the learning environment happily. For example, children play with the building blocks, whilst others choose to play with the dinosaurs or in the sand play area. Nearly all children can express themselves and are listened to by practitioners. Many children express themselves confidently using familiar words and phrases, for example when asking practitioners for more milk. A few children communicate and express their needs and preferences using non-verbal cues, such as pointing. At snack time, nearly all children choose their preferred drinks and toast.

Most children cope well when separating from parents and carers when they arrive. Most children greet practitioners with a smile and wave and smile to them on their way home. Nearly all children are content and happy. They help themselves to tissues when needed and go to the water station when they are thirsty. Nearly all children form positive attachments with practitioners and approach them for comfort and support when required. Nearly all children develop a sense of belonging. They proudly show the practitioners their craftwork smile when they have gained praise for being kind to each other.

Nearly all children behave well. Most children share resources consistently well with their friends. For example, children share the paint and brushes while painting in the craft area outside. Many children show respect and are sensitive to others' feelings. They help each other when they try to peddle the bikes through the trees or when attempting to push the babies in the pushchairs.

Nearly all children are enthusiastic and enjoy their learning opportunities and excitedly explore their learning areas. They engage in mark making and successfully make lines and shapes using the dry wipe pens and white boards. Many children sustain interest and concentration for an appropriate amount of time. For example, they listen well to the practitioners reading a story, helping to count the number of animals on each page.

Nearly all children feel a sense of achievement when completing their tasks, such as building three dimensional structures using the magnetic tiles, saying "*look what I've built, I'm going to trap the tiger!*" Most children are developing appropriate independence skills according to their age and stage of development. Before snack time, older children attending the after-school club provision, follow instructions by helping to set the table. They organise the cutlery, plates and cups on the table and pour their own drinks independently. Younger children help themselves to different foods laid out on tables and spread their own butter on the toast. The majority of children help to tidy resources when they have finished using them.

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

Nearly all children make good progress from their starting points. They speak confidently about their play and make useful decisions about where they play during sessions. During child-led experiences, nearly all children play co-operatively to develop their understanding of the world. For example, they talk enthusiastically about what they could find underground, such as diamonds, a mine or a dinosaur nest. They demonstrate strong well developed physical skills that enable them to dig, climb and run outdoors confidently. Nearly all children handle small tools with increasing accuracy and control, such as when buttering their own toast and threading small beads.

Nearly all children enjoy handling books and listening to stories, responding to thought provoking questions such as interesting discussions about dreams. They express themselves well and most children make detailed descriptions about what they see in their play, for example when planting seedlings in the garden. They enjoy mark making and handle small tools with increasing confidence. For example, they use scissors to cut leaves and flowers, and they use card, stickers and pens to create cards. Nearly all children recognise their own names and many recognise the names of their friends.

Children develop a strong understanding of nature and take an active interest in the world around them. For example, they plant tomatoes, handle snails, slugs and spiders with confidence and obvious enjoyment. They enjoy music and make sounds with instruments with enthusiasm. Most children enjoy experimenting with a range of messy play resources, such as flour, powder paints, mud and water beads. They handle these with confidence and enjoyment, asking useful questions and making purposeful decisions.

Nearly all children count and use numbers in their play, for example using number tiles to problem solve and building three dimensional models out of shapes. They count with increasing confidence as part of their play. Nearly all children make useful and purposeful choices about their play. They ask questions to develop their understanding, this supports their confidence and personal and social development well. Most children make good progress in acquiring Welsh language skills. For example, they count to ten together. Most children respond well to simple Welsh instructions during their play.

Care and development:

Practitioners prioritise health and safety effectively. Nearly all have completed paediatric first aid training and record accidents and existing injuries promptly. They have comprehensive policies and procedures to safeguard children's health and safety, and implement them purposefully. Nearly all practitioners have attended safeguarding training and are familiar with the procedures to follow should they have concerns about a child. The setting's arrangements for safeguarding meet the requirements and are not a cause for concern.

Practitioners follow good hygiene procedures, for example they wash hands, and wear appropriate protective clothing to prepare foods. They complete daily risk

assessments and checklists ensuring that all cleaning, hygiene and infection prevention and control measures are in place. Practitioners promote healthy eating and are aware of the food and nutrition guidance for childcare settings. They provide children with a healthy, balanced menu of nutritious foods and drinks for the children's snack times. They promote physical activities well and provide consistent opportunities for children to be active and to develop their skills.

All practitioners have close relationships with children and treat them with care and respect. They sit at the children's level for discussions and interactions during role play and learning opportunities. They follow the behaviour management policy effectively and use every opportunity to praise children. They praise children for sharing with others and celebrate children's achievements when painting and building a tower of blocks. Nearly all practitioners know the children well and show sensitivity towards them. For example, when children do not want to come inside to prepare for home time, practitioners distract them with their favourite toys and resources successfully. However, practitioners do not always ensure that children are closely supervised at all times especially during busy transition periods.

Practitioners support children with additional learning needs well. They work in partnership with outside agencies to identify and develop children's individual targets and next steps. Practitioners have suitable up-to-date knowledge of child development and the impact of additional learning needs on children's development. This is a strength of the setting. They have high expectations of all children, including those with additional learning needs, and provide them with effective support in specific areas.

Practitioners meet the needs of nearly all children well. They follow children's interests and implement them through in the moment planning. Most of the practitioners use incidental Welsh words, songs and phrases throughout the session. They plan themes and activities that promote the understanding of equality, cultures and diversity, for example the celebrations of the Chinese New Year and St. David's Day.

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

Practitioners provide an exciting range of stimulating learning experiences that meet the needs and interests of the children effectively. They use a well-resourced outdoor play area to build on children's understanding effectively. For example, children develop useful physical skills when they run, pedal and climb during their play. This develops children's strength and balance as they work together purposefully.

Practitioners provide useful opportunities for children to develop their literacy skills in their play. For example, children create cards, paint pictures and decorate envelopes independently and this supports their understanding of the purpose of mark making well. Practitioners build on children's interest and knowledge of books effectively by reading stories that are relevant to their experiences. For example, when handling snails a practitioner reminded the children of a familiar story they had enjoyed.

Practitioners provide purposeful opportunities to develop children's physical and numeracy skills through challenging opportunities that are fun and exciting. For

example, children develop their ability to dig and plant, using gardening tools with obvious enjoyment and including counting naturally in their play. They encourage children to experiment, and problem solve, for example when creating their own models or when moving soil from one area to another.

Practitioners provide suitable opportunities for children to develop their fine motor skills, for example, using scissors to cut leaves and flowers, and threading with small beads. During snack time, children butter their own toast. Practitioners use a range of strategies to support children's language development during play experiences. When looking closely at slugs, spiders, worms and snails, practitioners allow children to handle them and encourage them to ask questions when looking closely at them. This helps children to use and develop their language skills while gaining a knowledge and understanding of the world around them.

A useful range of learning experiences promote children's moral, spiritual and cultural development well. Practitioners use the outdoors to enhance play opportunities and the environment promotes a sense of curiosity and useful exploration. For example, practitioners foster a sense of awe and wonder in children successfully when they plant seedlings and when picking fruit to eat from plants in the garden.

Practitioners support the needs of all learners well. They have a good understanding of child development and use this well to support children's play and learning. They explain things clearly and model activities purposefully when appropriate. Children are able to lead their learning and develop their independent skills well.

Practitioners know the children well and support their interests successfully to build upon children's existing knowledge skills and understanding. However, practitioners do not always use their observations well enough to extend children's learning.

Environment:

The setting has effective procedures to meet the safety needs of the children. They have locked doors and visitors are required to sign in promptly on arrival at the setting. Leaders create a safe and suitable environment and ensure daily risk assessments are in place to minimise potential safeguarding and cross infection risks. Fire drills and maintenance checks are in place. For example, routine checks on electrical equipment and heating systems are undertaken when needed. Washing facilities and toilets are suitable and ensure that children's privacy and dignity are respected.

Children are cared for and educated in a spacious playroom, organised to promote their independence effectively and encourage curiosity and developmental skills. The interior areas are arranged to provide a wide range of stimulating opportunities, which effectively encourage children to move from one activity to the next. For example, some children chose to play with the dressing up clothes in the role play area before moving to play with the blocks in the construction area.

The indoor facilities meet the children's needs, including reading areas and role play areas, as well as a good supply of natural resources. There is a good range of resources in each area and leaders ensure that they are maintained well and in sound working order. Children have easy access to toys, and resources that are

within reach of the children. The environment is calming, welcoming and attractive. Displays of a neutral theme and children's artwork add to a welcoming environment. There are suitable tables and chairs to meet children's needs at mealtimes, and there are processes in place to ensure routine cleaning and food hygiene.

The external area promotes children's development outdoors. The children enjoy playing with a variety of resources. For example, they enjoy watching water run down the pipes at different levels in the water area. Others are very enthusiastic about digging in the garden and searching for minibeasts. There is a free flow environment and children freely choose between playing indoors or outdoors.

Leadership and management:

Leaders share a clear vision for the setting to develop happy children through a caring, safe environment where they learn through exciting play experiences. Practitioners provide an engaging environment that enables children to develop their physical, social and intellectual skills effectively. Leaders work closely with practitioners through regular daily meetings. This ensures that all practitioners feel valued and are well informed about the needs of the children.

Leaders have high expectations and an enthusiasm to support children's development in all areas. There are effective arrangements for identifying the setting's strengths and areas for improvement. For example, practitioners have identified singing as a target to develop children's creative skills and they now encourage the children to use and handle a range of musical instruments during singing sessions and free play.

Trustees support the work of the setting effectively. They help leaders to provide safe and challenging experiences, offering appropriate guidance when required.

Leaders make effective use of daily handover times to communicate with parents and to share the experiences the children have engaged with. They enjoy positive relationships with parents, speaking to them regularly and ensuring they are aware of events at the setting through a notice board and verbal communication. Leaders report to parents when children leave the setting and share this information with the local school.

The setting works well with a range of partners to support children's learning and well-being. For example, there are strong transition arrangements with the main feeder school, that support the children as they move to the next stage of their education. There is a positive relationship with the local authority advisory teacher and leaders respond effectively to recommendations for improvement. Arrangements to support children's needs are a strength of the setting as leaders sensitively and empathetically work with children with additional learning needs. They involve agencies and work to establish positive routines and experiences that support children's progress.

The setting makes excellent use of the learning areas and resources available. This allows children to develop their confidence, knowledge, understanding and skills effectively under the guidance of a well organised setting. There are effective policies and procedures to ensure that the setting addresses regulations that support their

work. Practitioners understand their roles and responsibilities, working well as a team.

Practitioners strive to improve their performance through training opportunities that support their continued professional development. This has a positive impact on children's learning, such as in their transition to the new curriculum. Leaders make suitable use of the appraisal process to identify training requirements, and this leads to practitioners developing their skills in a range of aspects that support the children well.

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 Prysg (English to Welsh).

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