



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

A report on

Cylch Meithrin Penybontfawr

**Penybontfawr Community Centre
Penybontfawr
Oswestry
Powys
SY10 0NT**

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Penybontfawr

Name of setting	Cylch Meithrin Penybontfawr
Category of care provided	Full day care
Registered person(s)	Susha Reynolds
Responsible individual (if applicable)	
Person in charge	Lyndsey Richards and Awel Roberts
Number of places	19
Age range of children	2 and a half to 4 years old
Number of 3 and 4-year-old children	10
Number of children who receive funding for early education	8
Opening days / times	8.00am - 3.30pm Monday, Wednesday, Thursday and Friday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes. 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	October 2012
Dates of this inspection visit(s)	12/10/2022
Around half of the children come from Welsh-speaking homes and very few children have additional learning needs. Practitioners set out all equipment and resources and put them away on a daily basis.	

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.

All information on non-compliance will be included in an action and improvement summary which will be published on Care Inspectorate Wales website only.

Recommendations

R1 Ensure that practitioners use the Welsh language regularly throughout all sessions

R2 Address the areas of non-compliance

What happens next

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

Main findings

Well-being:

Most children are happy at the setting. They leave their parents and carers and go and play confidently at the beginning of the session. They show enthusiasm and enjoyment when choosing where they would like to play and enjoy the resources that are available. Nearly all children express their wishes effectively, for example when they contribute to planning by saying that they would like to learn about fruit and different animals. Older children express themselves appropriately and enjoy voicing their opinions and offering ideas. For example, more able pupils enjoy discussing with practitioners the best place to store the hay in the small world farm, while others talk to practitioners about the 'pancakes' they are making with playdough.

Most children interact with each other and practitioners appropriately. They are beginning to understand their feelings and are sensitive to the emotions of other children, for example by learning about kindness and empathy when they see a friend fall over. Overall, older children work well together, particularly while role-playing and sharing a bicycle in the outdoor area. Many show a caring attitude towards each other and take care of equipment and resources. Most help to tidy the toys after their free play.

Nearly all children enjoy their play and learning. They are curious when discussing different fruit and most enjoy tasting them. Nearly all enjoy playing with the resources in the outdoor area. Older children concentrate well when trying to give instructions to the programmable toy and show pride and enjoyment when they succeed. They move freely from one area to another when they want to play with something different.

Most children develop a range of skills that correspond to their developmental stage effectively. For example, they develop their creative skills when using the painting equipment both indoors and in the outdoor area. Overall, most develop their personal and social skills well. One of the setting's aims is to develop children's independence skills. They persevere when placing their personal property on pegs and when pouring milk during morning snack time.

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

Most children make good progress from their starting points. They handle resources confidently and use a range of skills increasingly successfully throughout the session, during their natural play and under the guidance of practitioners.

Nearly all children develop their communication skills increasingly well. They are able to express their needs appropriately by using words or gestures. Most listen attentively and show an appropriate understanding, for example when listening and responding to a story. Many are beginning to use simple words and phrases naturally. They weave the Welsh language into their conversation, for example to ask '*ga i laeth*' ('can I have some milk') or by saying '*Dwi'n gallu torri banana by myself*' ('I can cut the banana by myself'). However, some more able children do not develop

their Welsh communication skills as well as they could. Most children join in enthusiastically to sing familiar songs. They experiment confidently with mark-making with a good variety of different equipment. When looking for a chair during snack time, many children show that they recognise their names.

Most children develop their fine and gross motor skills skilfully. They jump and stride confidently when singing about the dinosaur and use a knife successfully to cut a banana and an avocado.

Most children's numeracy skills are developing well. Nearly all children count to six confidently when identifying how many children are present, and those who are more able identify the number and form it correctly on a tablet. Many are beginning to identify patterns, for example by following a rhythm correctly with percussion instruments when joining in with a song.

Most children choose activities confidently and show a willingness to persevere when facing a challenge. They think intensely when guessing where the fruit has been hidden in the outdoor area and a few continue to search until they find them all.

Many children develop their creative skills successfully. For example, they enjoy experimenting with paint and use their imagination to create different objects with dough. Most children familiarise themselves effectively with information and communication technology (ICT) equipment and use it appropriately. More able children persevere successfully to move a programmable toy and understand how to make marks and then delete them on the tablet computer.

Care and development:

Nearly all practitioners have a good understanding of the setting's rigorous and robust safeguarding procedures. They are fully aware of their responsibilities in terms of safeguarding children and staff at the setting. Nearly all have received relevant training, including child protection, and are familiar with the procedures to follow if they have concerns about a child. Practitioners complete efficient risk assessments and follow very thorough procedures to ensure careful supervision. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote healthy eating and drinking successfully. The setting provides healthy meals cooked by the local school for the majority of the children, while practitioners encourage families to provide healthy lunchboxes. They ensure that children understand the importance of washing their hands before eating and after using the toilet.

Practitioners have a sound understanding of the behaviour policy and consistent and calm behaviour management policies are in place at the setting. Practitioners treat children in a warm, friendly and gentle manner and model respectful and caring interaction. They use positive language to praise children for their efforts regularly and encourage them to be polite.

Overall, practitioners respond well to children's individual needs and consider their stage of development. They support children's cognitive development effectively by

questioning them appropriately while they play. Practitioners also listen to children's views and respect them by giving their interests careful consideration while planning.

Practitioners provide purposeful support for children with additional learning needs and ensure that they are able to access all of the setting's activities. They act on advice from the early years additional learning needs lead officer and other agencies to ensure beneficial support for the children.

Practitioners work closely with parents and carers to support their children. This includes recording their preferences and interests when they start at the setting.

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

Practitioners are beginning to consider the requirements of the Curriculum for Wales when planning, which has a positive effect on provision. They use children's interests as a starting point and ensure an appropriate focus on developing their cross-curricular skills in a holistic manner. For example, they develop children's language skills, fine motor skills and numeracy skills and encourage their curiosity by providing a range of experiences based on a story. Practitioners give due attention to developing children's Welsh language skills and identify relevant vocabulary, songs, stories or sentences to learn in their plans. They consider experiences, the environment and the role of the adult regularly while planning, and provide purposeful play experiences that the children enjoy, both indoors and in the outside area.

Practitioners treat each other and the children with respect and courtesy and this sets a firm foundation for their social development. By setting the expectation that all children will help to tidy up at the end of the session, practitioners are beginning to develop a sense of responsibility. On the whole, they intervene sensitively and skilfully while playing with the children and extend a range of skills successfully. Practitioners develop a sense of wonder towards the world effectively. For example, they encourage children to notice changes in the weather, grow vegetables and experiment with fruit from all over the world.

Practitioners provide an effective balance between the children's spontaneous play and activities led by adults. As a result, children have plenty of time to enjoy pursuing their own interests and also benefit from valuable opportunities to expand their skills, for example by listening to a story or joining in with a singing session.

Practitioners model the Welsh language naturally, on the whole. For example, they use local dialect to praise the children regularly, by saying "*da, lodes*". However, at times, they are too willing to turn to English. As a result, not all children develop their Welsh communication skills as well as they could, particularly more able children.

Practitioners have sound knowledge of child development. They observe them on entry to the setting and identify their strengths appropriately. Practitioners work effectively with parents and carers to gather information about the children and share their achievements. They consider the children's next steps appropriately when evaluating their plans. As a result, practitioners get to know the children and their needs well. They use this information to plan activities that the children enjoy and that contribute effectively to continuity and progression in their learning and play.

Environment:

Leaders provide a homely, clean and safe environment for the children. They use the hall at the local primary school to offer provision. This includes making use of facilities such as the kitchen, toilets and a purposeful outdoor area. The setting has strong processes for safeguarding children. These include appropriate risk assessments. Practitioners set out and put away all of the equipment and resources on a daily basis and succeed in creating an attractive and stimulating play and learning environment.

The environment in the indoor area provides enough space for all children to play and move freely and promotes their independence effectively. Practitioners ensure that resources are accessible, and that children can reach them without adult support. The outdoor environment provides a full range of engaging experiences and makes the best of the space available. Practitioners include use the outdoor area in their planning as often as possible, which promotes children's skills and well-being successfully.

The range and quality of the resources and equipment are one of the setting's strengths. Practitioners ensure that all children are able to access all resources. The resources are appropriate for the children's age and development and challenge and entertain them effectively. Practitioners provide beneficial opportunities for children to use authentic equipment, for example to peel and cut fruit and prepare toast. They provide waterproof clothing and overalls to wear, which allows children to make the most of the outdoor area.

Leadership and management:

Both leaders share the leadership role effectively. They lead calmly and purposefully and establish a positive, warm and welcoming ethos at the setting. They have a clear vision to provide experiences of the best quality for children in an environment that promotes their health, happiness and well-being. Leaders work well together and make the most of their strengths. They ensure that all practitioners understand their roles and promote a culture of safeguarding in an organised and effective manner. As a result, sessions run smoothly and the children settle happily.

Leaders share information about the setting's progress regularly with the management committee and the responsible individual. This close link ensures that all policies and risk assessments are updated effectively. The setting meets the national minimum standards and complies well with most regulations. However, there are no effective arrangements in place for supporting practitioners' professional development through regular supervisions.

Leaders consider the views of practitioners, parents and other partners about the setting effectively when considering strengths and areas for improvement. They prioritise the issues that they would like to improve sensibly, and act purposefully on the actions in the current plan.

On the whole, leaders manage staff and resources appropriately. They follow safe recruitment processes and define roles and responsibilities clearly. Leaders make the best of practitioners' expertise and strengths, for example when supporting children

with additional learning needs. They make good use of funding, including the Early Years Development Grant. Leaders take advantage of every opportunity to attend appropriate training, including training to develop language and outdoor play. As a result, children benefit from learning experiences and opportunities that they enjoy in an organised and stimulating environment.

Practitioners work effectively with a good range of partners to improve children's health, learning and well-being. They have a strong relationship with the school, which ensures that children come to feel part of the school and look forward confidently to joining the reception class. Leaders make the most of advice from the local authority link teacher, for example to take appropriate steps to implement the Curriculum for Wales.

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).

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