



**Arolygiaeth Gofal
Cymru**
**Care Inspectorate
Wales**



Estyn

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

A report on

Cylch Meithrin Ffynnonwen

**Yr Hen Ysgol
Login
Whitland
Carmarthenshire
SA34 0TA**

Date of inspection: November 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.

Cylch Meithrin Ffynnonwen

Name of setting	Cylch Meithrin Ffynnonwen
Category of care provided	Full Day Care
Registered person(s)	Elizabeth Margaret Lewis (registered person), Margaret Kelly Rowlands (registered person)
Responsible individual (if applicable)	Not applicable
Person in charge	Elizabeth Jane Lewis, Amanda Brookes
Number of places	16
Age range of children	2 – 4 years
Number of 3- and 4-year olds	10
Number of children funded for early education	4
Opening days / times	8.15-12.45 Monday 8.15-3.30 Tuesday, 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	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	December 2020
Date of previous Estyn inspection	February 2016
Date(s) of this/these inspection visit(s)	15/11/2022
More than half the children come from Welsh-speaking households.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Refine planning for the learning areas, particularly use of the outdoor area

R2 Ensure that all the children are challenged regularly

R3 Ensure that more purposeful risk assessments are in place for the setting

R4 Enhance the process for checking documents

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being:

In general, children have a purposeful voice in the setting. They can choose from activities which have been set out for them. For example, they thoroughly enjoy constructing houses for the three little pigs using wood, straw and stones and enjoy choosing which songs to sing. They have a very strong voice when crafting. For example, every child's imagination and creativity can be seen in the pictures of various rockets. However, in a minority of cases, their voice is not strong enough, particularly when choosing when to use the indoor and outdoor areas.

Nearly all the children express themselves well and can make good decisions about their play and learning. For example, nearly all the children enjoy painting and are free to choose colours and develop their own ideas. Whilst preparing a picnic for lunch, the children were observed creating a face on the *tortilla* using cucumbers as eyes and cheese as hair.

Nearly all the children have developed a good relationship with their peers and the practitioners. They interact well with their friends and enjoy playing and completing tasks together, particularly outdoors. For example, when playing shop, they handle money and thank each other for the goods. Most of the children are happy to share resources with their peers and develop good social skills. For example, after reading the story 'Beth nesaf?' (What next?), they work together very well imagining travelling to the moon with the teddy and creating suitable shoes and hats for the journey.

Nearly all the children genuinely enjoy their play and learning. They concentrate and persevere well when undertaking tasks. For example, one child concentrated for an extended period when creating big and small stars using dough and counting them up to 5. Most of the children can count to ten confidently and about half can count back to zero well. Most of the children are curious about the world around them and play imaginatively. For example, in the construction area, children enjoyed constructing a shed to keep the rocket safe and wanted to include a retractable roof like the Millennium Stadium. They thoroughly enjoy wearing helmets and high-vis jackets and persevere when constructing the shed.

Most of the children have very good independence skills. Many of them can put their wellingtons on proficiently and nearly all of them can use the toilet independently. They pour their own water and milk and get rid of their food waste completely independently too.

Learning (only applies to three- and 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 was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

Care and development:

Practitioners follow thorough and sound procedures to ensure children's health and safety. All practitioners have had child protection training and they have a good understanding of the procedures. They are fully aware of their responsibilities. Practitioners follow very thorough procedures to ensure that they educate children about safety and they supervise them very closely. For example, they ensure that the children are wearing helmets before they use the balance bikes. All practitioners have completed relevant first aid training which prepares them to provide appropriate treatment if needed. They keep satisfactory records of any accidents but they do not always ensure that they are sufficiently detailed. Fire drills are conducted regularly and recorded effectively. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. They nurture values such as honesty, fairness and respect and promote principles which help children to differentiate thoroughly between right and wrong. For example, practitioners revisit the rules very regularly during circle time. They encourage children to understand simple behavioural rules effectively, such as sharing toys, saying 'please' and 'thank you' and listening carefully.

Practitioners plan wonderful activities for the children and provide them with purposeful opportunities. The practitioners ensure that children are given the opportunity to express themselves well in most activities. However, collective activities sometimes interrupt the flow of activities too much and diminish the children's voice. For example, when practitioners prepared to take the children out to play at a specific time, everyone had to go out together even though one child wanted to complete a task that they were enjoying.

Practitioners have developed positive relationships with the children. They treat the children in a warm, friendly and gentle manner, modelling respectful and caring interaction. All the practitioners model social skills effectively when playing with the children.

The setting has purposeful arrangements to identify and support children's individual needs. Practitioners collect plenty of information about preferences, needs and any other relevant information before children start attending the setting. This enables them to plan effectively for the children's individual needs. Suitable procedures are in place to refer children to external agencies for support if needed.

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

Practitioners provide a wide range of stimulating learning experiences which meet the needs of nearly all the children successfully. They have recently made valuable changes to the provision relating to the Curriculum for Wales. This ensures that children have more appropriate opportunities to make choices about their learning and to play for more extended periods of time. Practitioners have a sound understanding of child development and, in general, intervene purposefully in the children's play. The curriculum is enriched effectively with a good range of visitors

and visits, for example, a local gallery to develop the children's creative skills effectively.

In general, practitioners make suitable use of the indoor and outdoor learning areas to develop all the children's skills progressively. They plan engaging activities which are successful in gaining the interest of most of the children. Activities such as looking at a book to discuss the moon before painting a picture develop the children's early reading skills, oral skills and creative skills well. However, practitioners do not always make the most purposeful use of the different areas, particularly the outdoor area.

The practitioners know the children well and adapt activities to respond to their needs appropriately. They make purposeful use of assessments and observations to plan the next steps in their learning. For example, they consider speech and language assessments and different repetitive behaviour patterns when playing to plan activities. During activities, practitioners ask the children purposeful questions to confirm their understanding and, following best practice, encourage them to think, for example, when looking at objects which float and sink. In general, practitioners model language strongly and make effective use of songs to develop children's skills. However, practitioners do not always challenge the children effectively enough, particularly in extending their vocabulary.

One of the strengths of the teaching provided is the way in which the leaders respect the creative process rather than focus on the end-product. Practitioners plan many stimulating activities to enable the children to express themselves creatively and develop their creative skills. Practitioners also plan useful activities to enable the children to solve problems, such as learning which shoe goes on which foot.

Practitioners develop the children's spiritual, moral, cultural and social skills effectively. They make skilful use of opportunities which enable the children to observe the world around them. For example, practitioners draw the children's attention to the moon which is still visible during the day. Practitioners ensure engaging opportunities for the children to learn about Wales, for example, observing the local area when going for walks and celebrating events such as 'Shwmae, Sumae' Day.

Environment:

Leaders ensure that the environment is safe and clean. They have robust arrangements for receiving visitors to the building, and practitioners follow effective safety procedures for children's arrival and departure. Leaders ensure that the setting is maintained satisfactorily and cleaned daily. They ensure that maintenance checks are completed regularly and keep well-organised records. As a result, the children are safe in the setting.

Leaders ensure that risk assessments, including a fire risk assessment, are in place and review them regularly. However, these assessments are not tailored sufficiently to the outdoor area and are not reviewed effectively enough. For example, the toys in the mud area are not checked in accordance with the risk assessment and as a result, some resources are in a poor condition.

Leaders ensure that the environment is very welcoming. They celebrate the children's work by displaying their individual crafts around the main room. For example, pictures of the children's various rockets are displayed on the wall, with each one expressing the children's individual ideas. Photographs of the children are displayed on the birthday wall, in the register corner and on their snack sticks. This all contributes to the sense of belonging. There are pegs in the foyer for the children to hang their coats and bags but around a third are too high to encourage the independence of all the children.

Leaders ensure that the environment provides appropriate play and learning opportunities for all. They have created purposeful areas to offer a variety of exciting activities which stimulate play and learning. For example, there is a timeline with the events of the story arranged in chronological order. This all contributes to the way in which the practitioners immerse the children in the 'Beth nesaf?' story to ensure good understanding. However, leaders have not set out the areas in the most effective way to ensure the best flow and take advantage of all the opportunities to develop the children's skills in the most effective way.

The outdoor area is very big and offers a wonderful environment for the children. There is plenty of room to play on the balance bikes, to play games and to climb. Unfortunately, the leaders are not using the area to its full potential to support play and learning.

There is a wide range of resources and equipment. These are appropriate for the children's age and development and challenge and occupy them effectively. Practitioners ensure that all children can access the resources, including children with additional learning needs.

Leadership and management:

Leaders have a clear vision for the setting. This is based on ensuring that every child is happy and making good progress in a safe, Welsh environment. They communicate this vision successfully. This ensures a positive ethos where everyone feels that they are valued. On the whole, the setting's daily routines and policies are suitable but they are not always sufficiently insightful or sufficiently tailored to the setting.

Leaders create a strong ethos of teamwork. All practitioners have a good understanding of their roles and responsibilities and there is an useful induction process for new members. However, leaders do not always inform Care Inspectorate Wales about staff changes. Leaders use regular meetings purposefully to ensure that all the practitioners are involved in assessing the children, planning and evaluating the work of the setting. This ensures that everyone's involvement is valued with everyone sharing the same high expectations.

On the whole, the setting's self-evaluation and improvement planning arrangements are simple and effective. Through self-evaluation activities, leaders identify strengths and areas for improvement successfully. They use this information purposefully to plan sensible actions and evaluate the impact of these activities regularly. As a result, leaders identify and improve aspects of the provision which has a positive

impact on the children's skills. An effective example of this is developing the children's creative skills successfully.

Leaders make beneficial use of supervision and appraisal procedures to identify the practitioners' strengths and what they need in order to develop professionally. On the whole, these arrangements provide valuable opportunities for practitioners to develop professionally. In general, leaders make beneficial use of relevant training to develop practitioners' skills effectively. For example, the leader was involved in the Welsh Government's arrangements to develop the curriculum for funded non-maintained settings. The leader has used the information effectively to develop some of the Curriculum for Wales' principles in the setting ensuring that adults can better enable the learning within the specific areas.

Leaders make suitable use of any grants to improve experiences for the children. For example, the setting has used a local authority grant purposefully to improve the ICT provision. As a result, they have purchased a range of relevant resources which enrich the learning well and which have had a positive impact on the children's ICT skills.

The setting has an effective partnership with parents. For example, they make purposeful use of an app to share information with parents about their children's progress. The setting works closely with local schools to ensure a smooth transition for the children.

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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