



**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 Y Sger**

**Corneli Children's Centre  
Greenfield Terrace  
North Cornelly  
Bridgend  
CF33 4LW**

**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.**

## About Cylch Meithrin Y Sger

Name of setting	Cylch Meithrin y Sger
Category of care provided	Sessional
Registered person(s)	Wendy Rudd
Responsible individual (if applicable)	Not applicable
Person in charge	Wendy Rudd, Jayne Llewellyn
Number of places	30
Age range of children	2-4 years
Number of 3 and 4 year old children	3
Number of children who receive funding for early education	1
Opening days / times	Monday - Friday 8.55 – 11.55 Monday - Friday 1.15 – 3.15
Flying start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that 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	July 2018
Date of previous Estyn inspection	20/04/2016
Dates of this inspection visit(s)	08/11/2022
All children come from English speaking households. Majority of children attending are funded.	

## **Non-compliance**

No non-compliance was identified during this inspection.

## **Recommendations**

- R1 Ensure that all staff always effectively interact with children to fully support children's thinking skills and language development
- R2 Develop clear systems for planning and observation to effectively inform next steps in children's learning

## **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 within the setting. For example, they have an opportunity to express their views on how to develop the outdoor area. As a result, they now have a new Wendy House. They contribute ideas to the planning and have opportunities to contribute to shopping lists such as the Halloween party shopping list. Children decide whether they want to play indoors or outdoors and the free-flow system facilitates this.

Nearly all children express themselves in their own way and can make choices and decisions about their play and learning. They have plenty of opportunities and choice within all areas. For example, children thoroughly enjoy mark making indoors and outdoors using assorted colours of paint, chalk, crayons and markers. Children choose whether they want to join in at circle time and many decide to enthusiastically sing and sign. Children are proud to receive stickers for singing well.

Nearly all children feel completely at home at the setting and thoroughly enjoy attending. Their sense of belonging is very strong, and this impacts positively on their well-being. Nearly all children proudly hang their belongings on individual pegs, which includes their name and photo and enjoy using markers and crayons to copy over their names on their individual name sheets.

Nearly all children form good relationships with practitioners and their peers. They play alongside each other, and some are beginning to form friendships within the group. For example, many children enjoy completing craft work alongside each other. A minority of children play together, especially outdoors. For example, a group thoroughly enjoy role-play outdoors as they chase the 'dragon' together.

Children thoroughly enjoy their time at the setting. Whilst outdoors, children shriek with laughter as they splash in water puddles in their wellingtons. Nearly all children enjoy chatting to practitioners during the rolling snack. They enjoy learning new Welsh words and feel proud when they are praised for using the language.

Nearly all children are becoming independent in line with their age and stage of development and have numerous opportunities. For example, most children can put their own coats on independently or with some support. Many children manage their own risks, for example, when walking on wet balance beams or riding a balance bike. Most children confidently collect their own cup and plate at snack time. One child independently identifies the need to wipe a wet car seat asks for a towel and proceeds to wipe the seat before riding the car.

### 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 the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

### **Care and development:**

Practitioners ensure that children are safe and healthy in their care. They implement the setting's policies and procedures effectively to keep children safe. Practitioners have received suitable child protection training, are very familiar with the child protection policy and are confident in identifying risks to children. They discuss child protection matters as part of their weekly practitioners' meetings. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners follow robust procedure to keep children safe. They have up to date first aid, safeguarding and food hygiene certificates. They effectively put their paediatric first aid training into practice and keep detailed records of any accidents or incidents. They encourage children to eat healthy and nutritious snack, which include fresh fruit, and provide milk and water to drink. They diligently attend to children's individual needs.

Practitioners are good role models and strive to effectively use the Welsh language. They identify children's individual needs and adapt their strategies accordingly to support children's development and well-being. They have a good understanding of the setting's behaviour policy and implement it effectively. They are clear about their expectations and sensitively encourage children to use good manners. For example, they remind them to say please and thank you. Practitioners always praise and acknowledge good behaviour. For example, they praise children in Welsh and with a high five and present them with stickers.

Practitioners interact well with children. They are very attentive and support children to become more engaged and more independent. They effectively create a strong sense of belonging and take an interest in each child's life. They fully use all information provided by parents, including the one-page profiles. However, many practitioners do not always extend their interactions to fully encourage children's thinking and linguistic skills. During rolling snack, practitioners engage in high-quality interactions with child. For example, practitioners praise children for opening a tangerine or cutting a banana. This results in essential development of a range of children's skills.

Practitioners fully understand the needs of each individual child. They explore children's motivations and interests to develop a deeper understanding of their individual needs. In doing so, they incorporate the voice and needs of each child in the planning. They have started identifying repeated patterns of behaviour that some children use and linking them to the developmental pathways.

Practitioners fully understand their responsibilities in relation to additional learning needs and effectively identify the needs promptly. They make referrals to external agencies appropriately and co-operate well with them in responding to children's individual needs swiftly.

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

Nearly all practitioners have an effective understanding of child development, valuing and respecting the importance of learning through play. They provide valuable experiences within the indoor and outdoor environments that respond and support children's natural curiosity. Practitioners lay the foundations for positive attitudes towards learning through relevant and responsive experiences to the needs and interests of children in their care.

Practitioners nurture children's sense of belonging and well-being by creating trusting relationships with parents and valuing past experiences that they bring from home. This gives all children a positive sense of connection to the setting. Practitioners promote and plan inclusive experiences that recognises, values, and promotes diversity of children's needs. This ensures that all children receive beneficial experiences and support to participate fully in their learning.

Practitioners provide worthwhile play-based opportunities for children to develop their communication and social skills. This results in them developing confidence to communicate verbally and non-verbally with others.

A majority of practitioners intervene sensibly during activities and model appropriate mathematical language and skills, for example reinforcing 'big' and 'small' when comparing hedgehogs during a craft activity. Opportunities are sometimes missed to reinforce numeracy skills with too much focus on number recognition. Provision for children to develop their information and communication technology skills is appropriate.

Practitioners plan beneficial opportunities for children to develop their gross motor skills. They encourage children to take calculated risks and challenge themselves physically on large play equipment, for example climbing the frame in the outdoors independently. Practitioners provide a range of effective opportunities for children to develop their fine motor skills in their play. As a result, they make good progress in their early mark making skills.

Practitioners make effective use of speech and language assessments. They record satisfactory observations of children's achievements at the setting. However, these procedures are underdeveloped and not always used thoroughly for planning the next steps in learning. Planning towards the Curriculum for Wales is in its early stages.

Practitioners provide effective opportunities for children to learn about other cultures through tasting of foods during Chinese New Year and through valuable resources within their environment. They provide appropriate opportunities to promote children's awareness of Welsh culture. For example, on St David's Day, children eat cawl and Welsh cakes. Practitioners make good use of local visits and visitors to give children a sense of belonging.

## **Environment:**

Leaders ensure the environment is very safe and well-maintained and as a result promote children's safety and well-being effectively. They have robust arrangements for welcoming visitors to the building and always follow effective safeguarding procedures. For example, practitioners collect detailed information about who is collecting the children and ensure the details are updated if there are any changes.

Leaders update the purposeful risk assessments regularly and implement them effectively. They have started incorporating risk benefit assessments and they allow children to take measured risks deemed suitable for their age and stage of development. This has a positive impact on children's well-being and development. Practitioners also complete daily risk assessments. Leaders ensure that they reduce risks of fire. The fire risk assessments are appropriate, and practitioners hold very regular fire drills and keep organised records. Leaders ensure all maintenance checks are conducted regularly, and the paperwork is very organised. As a result, children are very safe at the setting.

Leaders ensure the environment is very welcoming. They celebrate children's achievements through placing their creative work in the individual picture galleries, which includes their name and photo. Their environment contributes to each child's sense of belonging. For example, each child has their own peg with their photograph and name onto hang their personal belongings such as bags and coats. The self-registration box allows children to announce their presence as they arrive and ensures that they feel a part of the setting from the outset.

Practitioners ensure the layout of the environment provides rich playing and learning experiences for children. They ensure that the learning areas provide stimulating opportunities for children to follow their own path and use resources independently. For example, in the role play area, children enjoy cooking a wide variety of food and outdoors practitioners have developed a gardening patch for children to learn about growing vegetables and herbs. Children access resources easily as they are on a low level. However, leaders have not labelled the boxes.

The outdoor area provides a rich environment for children, and they experience good play and learning opportunities. Leaders have committed to a national award and as a result practitioners have provided opportunities for children to grow sunflowers at home and plant and water flowers and vegetables in the outdoor area. The sensory room provides a calm area for children to relax.

## **Leadership and management:**

Leaders have established an effective close-knit community ensuring the well-being of children, practitioners and families is a constant priority. They provide an inclusive provision where children, practitioners and families feel valued and well supported. Leaders have a clear vision and work effectively with practitioners to provide high standards of care and expectations for all. This promotes beneficial teamwork and a warm family atmosphere within the setting. Regular discussions and meetings between leaders and practitioners make a valuable contribution to providing good quality provision.

The setting's statement of purpose provides an accurate picture of the service they provide. Robust recruiting procedures are in place and suitability checks are very organised. Leaders have effective procedures in place to identify the setting's strengths and any areas for improvement. They lead by example, ensuring that all practitioners work together effectively to reflect on improvements across the setting. A recent example of this is the way they adapted the over stimulating environment and reduced the materials on offer so that children can make choices and be independent. This is already having a positive impact on children's behaviour.

The setting has established a very beneficial partnership with parents, and they greatly value the regular communication and information of children's progress. Parents value the shared social media platform and find it useful to view what their children do at the setting. Leaders give due consideration to advice from external agencies such as the local authority early years advisory teacher and implement suggested changes successfully. Effective use is made of available grants. For example, the beneficial resources bought to enhance and improve the outdoor environment. This has a positive impact on the children's physical, social and communication skills. There is also successful partnership between the school and setting. As a result, good arrangements are in place to ensure that children transition positively to the next stage in their education.



## 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))

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