



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

**A report on**

**Cylch Meithrin Pontrhydfendigaid**

**Neuadd Pantyfedwen  
Pontrhydfendigaid  
Ystrad Meurig  
Ceredigion  
SY25 6BB**

**Date of inspection: December 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 Pontrhydfendigaid

Name of setting	Cylch Meithrin Pontrhydfendigaid
Category of care provided	Non-maintained setting
Registered person(s)	
Responsible individual (if applicable)	Gweneira Davies, Rosemary Whinnett
Person in charge	Gweneira Davies
Number of places	16
Age range of children	2 to 4 years old
Number of 3 and 4-year-old children	10
Number of children who receive funding for early education	10
Opening days / times	Monday to Friday from 8.15 to 15:45
Flying Start service	Yes
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.
Date of previous CIW inspection	January 2019
Date of previous Estyn inspection	October 2015
Dates of this inspection visit(s)	12/05/2022

## **Non-compliance**

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

## **Recommendations**

R1 Continue to embed the principles of the Curriculum for Wales

## **What happens next**

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

We have asked the setting to provide a best practice case study on using the outdoor area to improve children's skills.

## Main findings

### Well-being:

Nearly all children are confident communicators. They make mature choices and decisions about their play and learning. They move around the different areas confidently and choose resources sensibly to use in their play. For example, a few choose to play with the doll's house while others play with sand on tractors.

Nearly all children feel completely at home at the setting and enjoy attending. They are happy on arrival and eager to play. Any child who is uncertain is supported and comforted by practitioners and settle quickly. A majority of children are lively and express enthusiasm and enjoyment, and smile and laugh as they present their creations to practitioners with pride. They show a great interest in the activities that are available. Most children have a strong sense of belonging and are familiar with the setting's daily routines. For example, they are confident to share play or interact with visitors and are aware of the usual routine.

Interactions between children and practitioners are very good and frequent. Non-verbal efforts to communicate with children with additional needs are identified by practitioners, for example as they guide them by hand or point to resources and toys. Nearly all children are confident to approach practitioners to share news, ask them about something or ask for help. They always receive a good response from practitioners and, as a result, there are strong relationships. Children work very well together and most are happy to share their toys or equipment with others. Children express empathy and are sensitive to the needs of others. For example, they show concern when another child falls over.

Most children are highly independent, make choices about their play, influence activities and handle equipment confidently. They also persevere maturely with their tasks for appropriate periods. For example, many children concentrate well and make marks and 2D shapes in the sand pit by using a tractor. They wash their hands before eating food and after free play. Children help to tidy the toys away.

Nearly all children explore the wide range of areas that are available very confidently. They express enthusiasm and enjoyment in their play. For example, they enjoy cooking a Christmas dinner for Father Christmas and the elves. Children help to name and cut the vegetables and then count them out before putting them on the plates.

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

Nearly all children play together purposefully and most make at least good progress in their learning. As a result, most develop their literacy and numeracy skills and physical development purposefully, which has a successful effect on their learning and cognitive skills.

Nearly all children listen attentively to instructions and act on them productively. For example, they persevere diligently when searching for dinosaur bones that are buried

in the soil. Many communicate clearly when responding to stories, expressing their feelings and sharing ideas. For example, they search the globe and name and pretend to fly to hot countries on an aeroplane. They make sensible decisions about which clothes are the most suitable to wear to work outside. A majority of children use Welsh words and phrases meaningfully. Most also respond enthusiastically to music and sing energetically when clapping each other's names and travelling around the outdoor areas like dinosaurs.

Most children handle books confidently, consider their content wisely and enjoy listening to stories and respond to them with interest. For example, children enjoy re-telling the story '*Dyma Sam*' and share their experiences and emotions. Nearly all children make marks purposefully with different media, such as felt tip pens, chalk and paint and trace patterns on electronic tablets neatly. As a result, they become immersed in their early writing experiences and explain the purpose of their writing meaningfully.

Most children develop sound mathematical skills and use mathematical language intelligently and in the correct contexts. For example, they name and draw different numbers and 2D shapes in shaving foam and compare the size of dinosaurs by using mathematical language such as '*bach*' ('small') and '*mawr*' ('big'), '*hir*' ('long') and '*byr*' ('short'). Many have a very robust understanding of numbers and count objects to 5 confidently and a minority order numbers to 10 well. Many children also select relevant equipment and materials when experimenting and solving problems. For example, they discover how many stones are needed to balance dinosaur bones on scales and solve how to move water from one place to another.

Many children develop information and communication technology (ICT) skills effectively. They control a vehicle remotely and avoid obstacles, use an interactive screen to make marks and overwrite their names and use purposeful apps appropriately.

Most children develop their physical skills and problem-solving skills very well through a range of interesting activities both indoors and outdoors. Good examples of this are when solving how to build walls from sponge blocks and stick them together with shaving foam 'cement' and when choosing different routes to climb to the top of the climbing frame before sliding down the slide. Many children experiment and play with percussion instruments confidently when composing and singing familiar songs. Most also observe in detail and draw their facial features neatly in head-shaped mirrors.

### **Care and development:**

Practitioners work very well together to meet children's needs effectively. They understand how to keep the children safe and healthy and implement policies and procedures effectively. Practitioners have received relevant training on child safeguarding and understand the procedures to follow if there are any safeguarding concerns. Practitioners receive up-to-date training on paediatric first aid. Practitioners identify risks and manage them actively. For example, they complete a risk checklist on a daily basis and tidy the environment often to reduce dangers. As a result, the setting's safeguarding arrangements meet requirements and are not a cause for concern.

Practitioners understand their roles and responsibilities for keeping children safe and healthy. For example, they ensure that children wash their hands before eating and wipe their noses when necessary. They implement thorough cleaning practices and good hygiene. Practitioners also work closely with parents to encourage families to provide fruit and healthy lunchboxes.

Practitioners treat the children in a warm, friendly and gentle manner and use effective and consistent strategies to promote positive behaviour, in line with the setting's policies. They play alongside the children, listen attentively to their stories, respect their ideas and develop children's understanding by questioning them appropriately. They manage interactions, praise the children for their efforts with positive language and encourage them to be polite and say "*os gwelwch yn dda*" ("*please*") and "*diolch*" ("*thank you*").

Practitioners know the children very well and have a thorough understanding of their needs and interests. As a result, they respond very well and sensitively to children's needs. For example, practitioners sit closely to talk to children who are uncertain when meeting unfamiliar people. The leader has a sound understanding of the requirements of the additional learning needs legislation. Practitioners provide careful support for children with additional learning needs and ensure that they have full access to all of the setting's activities. The setting makes the most of advice from the local authority to support it to make progress for the benefit of all children.

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

Practitioners work together very effectively. They plan to provide a curriculum that offers interesting and challenging experiences to enable children to learn through play. For example, they provide opportunities for children to develop their creative and problem-solving skills by choosing and mixing dried fruit with soil to make Christmas pudding. As a result, teaching engages children's interest purposefully. Practitioners are continuing to reflect on and adapt their practice in relation to the principles of the Curriculum for Wales.

Practitioners have a wonderful working relationship with the children. They support and encourage children skilfully and consider carefully when and how to intervene to enrich spontaneous learning. For example, they challenge children to cut, squeeze and stretch dough to make Christmas 'decorations' and observe as the children evolve the activity to make silage for the farm. They also ask open-ended and relevant questions that encourage children to think and discover for themselves. For example, they ask the children how they would travel safely across the climbing frame or which fuel they would use to power Father Christmas's sleigh.

Practitioners plan beneficial opportunities to develop children's literacy and numeracy skills. They concentrate well on improving children's Welsh by repeating vocabulary and phrases and through lively singing. They motivate children effectively to make marks with a variety of media and encourage them to search, number, sort and describe the size and colour of dinosaurs that have been found in the soil. Provision to develop children's early ICT skills is developing appropriately, in line with their age.

Practitioners have effective assessment procedures and use this information to plan purposefully for the next steps in children's learning. They develop opportunities to

nurture children's independence effectively. For example, they expect them to serve their own food and drink during snack time and to tidy up afterwards. They encourage children purposefully to take turns to understand the importance of sharing and courtesy.

Practitioners plan valuable opportunities for children to develop their physical skills successfully. For example, they encourage them to climb and balance, ride bicycles, dig and throw and catch balls. They provide effective creative activities, such as preparing meals in the kitchen, experimenting with chalk and paint, and composing with percussion instruments in the outdoor area.

Practitioners develop children's spiritual, moral and social skills successfully. They celebrate diversity appropriately by studying special holidays, such as the Chinese New Year. They also promote Welsh culture well by celebrating Owain Glyndŵr Day and the story of St Dwynwen. The town is used beneficially by walking to the chapel and the cenotaph and visiting the allotment and river to observe nature. These opportunities are beginning to create the children's clear awareness of their '*cynefin*'.

### **Environment:**

Leaders ensure that the indoor and outdoor environments are safe and welcoming and are well maintained. The setting operates from the local community hall with access to a kitchen, toilet facilities and an enclosed outdoor area. The toilets and changing facilities are accessible and clean and provide the appropriate privacy and dignity for the children. The indoor environment is slightly restricted; however, practitioners make good use of the area and very good use of the extensive and exciting outdoor area to provide rich opportunities for children to play and learn. The whole environment provides a beneficial opportunity to develop children's independence and curiosity.

The setting has robust arrangements for welcoming visitors to the building and leaders follow effective safeguarding procedures when children arrive at, and leave, the setting. Leaders update the purposeful and rigorous risk assessments regularly and implement them thoroughly. Leaders are very aware of safety issues; for example, they conduct regular fire drills.

Leaders organise the indoor and outdoor environments effectively and ensure a wide range of interesting and exciting resources and equipment. In the playroom, children are given opportunities to enjoy playing with mathematical, creative, social, small world and construction resources. These resources are stored at a low level so that the children are able to make independent choices without adult intervention. Provision is being developed to provide seamless access to the outdoor area, with the doors open throughout the sessions and, as a result, children can choose where to play.

Leaders have developed the outdoor area to its full extent to promote children's curiosity and provide them with extremely rich opportunities. They make very effective and purposeful use of the wide range of resources in the outdoor area, such as bicycles, construction, planting and water areas and the mud kitchen to stimulate all children's play, learning and skills. Suitable shoes and clothing are available for inclement weather, which allows children to play outside whatever the

weather. As a result, the environment allows the children to make very good choices while playing and learning independently.

### **Leadership and management:**

The leader, practitioners and well-established management committee have a very clear vision that sets a purposeful direction for the setting's work. They act diligently to ensure that their effective processes focus directly on making regular improvements to children's outcomes by providing highly engaging and stimulating experiences within a Welsh environment.

The setting has robust self-evaluation procedures that have a good effect on the setting's practices. The development plan is used effectively to respond to priorities and leaders evaluate progress regularly against success criteria to measure the effect of actions. This ensures that the setting improves provision continuously and improves children's skills well.

The registered person, the leader and practitioners are a harmonious team who have high expectations of themselves and work together very effectively to ensure high standards across the setting. As a result, the setting complies with regulations and meets the national minimum standards. The registered person and leader follow very effective arrangements to supervise and monitor practitioners regularly. They identify sensible and purposeful targets for improvement and organise relevant training, where necessary. For example, language immersion training was organised to support the knowledge of the whole team on how to improve children's Welsh language skills. This has a positive effect on improving children's Welsh language skills.

The setting ensures that full consideration is given to the views of everyone who is involved with the setting. It holds meaningful discussions with all stakeholders, such as parents, the local authority and Mudiad Meithrin, to improve provision and children's experiences. For example, they listen carefully to support officers about developing planning practices to better pursue children's interests.

The setting uses the budget and grants effectively and prioritises expenditure against the targets well. As a result, specific aspects of the setting promote exciting and educational experiences for the children by funding useful resources, such as planting and musical instrument areas in the outdoor area.

The setting has a range of useful partnerships, such as parents and the local community, that have supported the setting to enrich the outdoor area greatly. There is also a productive relationship with the local school, which prepares children effectively for the next step 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))

**This document has been translated by Trosol (Welsh to English).**

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