



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 Evan James

**Ysgol Gynradd Gymraeg Evan James
Rhondda Road
Pontypridd
CF37 1HF**

Date of inspection: January 2023

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 Evan James

Name of setting	Cylch Meithrin Evan James
Category of care provided	Sessional day care
Registered person(s)	Angharad Cullimore
Responsible individual (if applicable)	Eleri Griffiths
Person in charge	Angharad Cullimore
Number of places	151
Age range of children	2-4 years old
Number of 3 and 4-year-old children	48
Number of children who receive funding for early education	0
Opening days / times	Monday to Friday 9am – 12.30pm and 1pm – 5pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	December 2018
Date of previous Estyn inspection	Has not been inspected by Estyn previously
Dates of this inspection visit(s)	31/01/2023
Very few children come from Welsh-speaking homes.	

Non-compliance

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

Recommendations

- R1 Expand opportunities to develop children's independence
- R2 Ensure that observations identify the next step in children's learning and are manageable enough to be useful to practitioners
- R3 Ensure that self-evaluation procedures include all practitioners in evaluating the setting's strengths and areas for improvement

What happens next

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

Main findings

Well-being:

On arrival at the setting, nearly all children are happy, enthusiastic and ready to play and learn. Most children express their feelings clearly, for example when responding to questions about how they feel. Most children make effective choices about where to play and with whom and pursue their personal preferences, for example by playing with the dinosaurs in the small world area.

Children are comfortable in the care of the practitioners. Nearly all children understand that practitioners listen to their wishes and comfort them, when necessary. As a result, any child who is uncertain is given direct appropriate attention. All children are confident and familiar with the routine and start their activities immediately when they arrive at the setting. Nearly all children are familiar with the daily routine, greet their friends happily and immerse themselves in activities as soon as they arrive at the setting.

Half of the children develop good independent skills. For example, some wash their hands and take off their coats and bags independently. However, some children rely too much on practitioners to do things for them. As a result, children's independent skills develop more slowly than expected. Nearly all children are well behaved and polite and treat their friends, practitioners and visitors with respect. Most children play well together, for example when riding bicycles and scooters in the outdoor area. Nearly all children are keen to join in and contribute to songs during circle time and show pleasure in doing so, particularly if they have chosen the song.

Most children enjoy learning new skills as they experiment with a variety of interesting play opportunities, for example by choosing a variety of fresh fruit and vegetables to create a face, using mirrors to help them. As a result, they develop creative skills and demonstrate perseverance. Most enjoy undertaking painting activities, which are displayed on the wall. As a result, this gives the children a sense of belonging.

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 there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development:

Practitioners follow rigorous systems and procedures to ensure children's health and safety. They have a good understanding of their responsibilities and provide a variety of learning opportunities for children to develop in line with their age and ability. They encourage all children to be physically active and there is access to drinking water throughout the session. They keep secure and detailed records of any concerns, accidents, incidents and relevant information. Practitioners have attended first aid and food hygiene training, which ensures that they have an understanding of the

processes to follow to keep children safe. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting uses a purposeful assessment to identify the needs of all children in terms of language and communication. Practitioners have developed successful partnerships with parents to ensure appropriate support for their children. The leader has sound knowledge of the Additional Learning Needs (ALN) arrangements and ensures that all children's needs are met. Practitioners interact extremely effectively with the children and they have a wonderful relationship with them. Practitioners have a sound understanding of how to support children to make friends and control their feelings. Practitioners understand the behaviour management policy well and talk to children sensitively and intelligently, for example by reminding children how important it is to be friends. Practitioners model behaviour effectively and treat the children with respect at all times. They support the children by speaking naturally while they play with them during circle time sessions. The calm attitude of all practitioners has a positive effect on the children.

Practitioners promote the children's understanding of the importance of treating people from all cultural backgrounds with respect and tolerance. They develop their understanding of celebrations such as the Chinese New Year, St Dwynwen's Day and Remembrance Day effectively. They also celebrate Welsh heroes at the setting, such as Sir Tom Jones, Sali Mali and Evan James and James James, which enriches the children's understanding of being Welsh.

Practitioners are very enthusiastic and use their Welsh regularly. As a result, most children are beginning to develop their use of the Welsh language effectively.

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

Practitioners plan interesting learning experiences that encourage the children's overall development. They are beginning to develop the Curriculum for Wales by ensuring purposeful opportunities for children to make choices about their play. For example, practitioners organised a biscuit baking activity in response to the children's curiosity and enjoyment when using a biscuit cutter in the malleable area. Practitioners provide a wide range of indoor and outdoor learning and play experiences that have a positive effect on children's outcomes. However, there are not enough opportunities for children to try, experiment and solve problems to become independent learners.

Overall, practitioners plan excellent learning experiences to develop children's spiritual, moral, social and cultural skills. They provide interesting opportunities that encourage children to show an interest in the lives of others around the world; for example, they create a Chinese lantern when discussing and celebrating the Chinese New Year. Practitioners also ensure that children develop a better understanding of the lives of other people and children, for example by dressing up and raising money for Children in Need. They plan valuable opportunities for children to learn about Wales and different traditions, such as St David's Day and St Dwynwen's Day.

Practitioners understand the importance of allowing children to learn through play, for example by providing opportunities in the sand pit to make early marks with cars and trucks. They promote children's language development by being good language

models and ensuring that songs and nursery rhymes are heard throughout the sessions. They intervene appropriately and sensibly in children's play.

Practitioners plan a range of interesting experiences for children, which succeed in creating curious learners and develop their skills successfully. For example, children are given opportunities to immerse themselves in their play and develop their physical, creative and mathematical skills by using saucepans to carry sand backwards and forwards from the sand area to the water area. They ensure that children have the freedom and choice to access equipment and toys in the outdoor area, which enables children to have long periods of continuous play. This appealing provision gives all children an opportunity to play and concentrate for extended periods.

Nearly all practitioners are beginning to record observations of children's development and achievements. Practitioners engage highly effectively with parents and carers to share pictures and a record of children's achievements through digital media. However, observations do not always identify the next step in learning and are not always manageable enough to be of practical use from day to day.

Environment:

The learning environment is of good quality. It provides effective and valuable opportunities for children both indoors and outdoors. The play environments are pleasant, comfortable and cosy with plenty of space for children to move around freely. Practitioners create a friendly and welcoming environment, which ensures that children feel at home. Practitioners celebrate children's creativity by displaying their work skilfully in galleries. For example, pictures of children and their families are displayed on the wall, which gives them a sense of belonging. They organise the internal environments appropriately to ensure interesting and stimulating areas that provide good experiences for the children. As a result, there are areas available for children to develop creatively, rest, read and socialise with each other according to their ages.

Practitioners ensure that children are supervised carefully in a safe environment. They practise fire drills regularly so that the children are familiar with the arrangements to follow in an emergency. They give priority to assessing risks in relation to the indoor and outdoor areas and specific activities. They follow effective procedures to keep the environment and equipment clean and in an appropriate condition.

The outdoor area has been planned purposefully to enable children to develop physically, creatively and investigatively. As a result, there are opportunities for children to develop their gross and fine motor skills by riding a bicycle, climbing a wooden boat and making funny faces on potatoes. The furniture, equipment, toys and resources are appropriate and of a high standard and are well maintained. The children's personal and social development is also encouraged well by allowing effective access to multicultural toys and books.

Leadership and management:

The leader has high expectations and supports and challenges everyone to do their best. She shares information with the responsible individual and makes good use of

grant funding to develop the setting further. For example, investment in the outdoor area has led to an improvement in children's learning outcomes and care.

The setting has a very good relationship with parents and carers. When children start at the setting, practitioners contact parents and carers to discover their children's needs and interests. They keep them informed about their child's well-being and development and share information about any updates. This strengthens the relationship between parents and the setting successfully.

The setting works closely with the school to make beneficial use of the outdoor area that they share. Regular discussions with staff from the nursery class means that the children's transition arrangements from the setting to the school are successful. Practitioners work effectively with the local authority advisory teacher and act on the useful advice of officers from support organisations.

The setting has suitable self-evaluation arrangements. However, not all practitioners play an active enough part in evaluating the setting's strengths and areas for improvement at all times. This means that they do not have a clear enough understanding of what needs to be done to move the setting forward in a timely manner.

The leader organises the setting well and ensures that all practitioners meet children's needs effectively. She plays an active role in the setting and promotes a positive, inclusive and happy ethos. As a result, children experience a warm and caring environment. Everyone treats each other with respect and the leader welcomes the contributions of practitioners. As a result, practitioners feel that they are supported and valued. All practitioners understand their roles in full and there is a strong commitment to teamwork.

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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