



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

A report on

Cylch Meithrin Henblas

**Y Caban
Ysgol Henblas
Llangristiolus
Anglesey
LL62 5DR**

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 Henblas

Name of setting	Cylch Meithrin Henblas
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Erin Ashton-Loudon
Person in charge	Ffion Thomas
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4-year-old children	9
Number of children who receive funding for early education	2
Opening days / times	Monday to Thursday from 9am to 3pm
Flying Start service	No
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	This is the setting's first inspection
Date of previous Estyn inspection	17/03/2015
Dates of this inspection visit(s)	31/01/2023

Non-compliance

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

Recommendations

- R1 Improve opportunities for children to learn about their local area
- R2 Ensure that children have regular access to the setting's digital resources
- R3 Ensure that leaders monitor the setting's leadership and management practices thoroughly

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 and express their views and suggestions regularly. They move from one area or activity to another confidently and help themselves to resources from storage units and play areas sensibly. All children know that practitioners will give their wishes and feelings good consideration. For example, they are able to choose where to place their names on the attendance door during registration and choose their drink independently.

All children feel at home at the setting and cope well when separating from their parents and carers at the external gate. By the time they come inside, the children are happy and go to play straight away. As a result, they settle very quickly at the setting. There have close relationships with practitioners and are willing to interact well with visitors. For example, in the home corner, they are keen to offer a cuppa and imaginary food to each other. Nearly all children are very familiar with the daily routine and this creates security for the children as they cope with changes to the daily timetable.

Most children develop good social and interaction skills. In the morning, they greet each other and go straight to play together happily. They are polite, treat practitioners and their peers with respect and enjoy being praised as their peers respond to their efforts. For example, at the snack table, they wait patiently for their turn when pouring drinks. Most children enjoy taking responsibility; for example, they distribute dishes for snacks confidently.

Most children enjoy their play and learning activities. They experiment diligently with the water fountain to fill bowls in the mud kitchen and support each other intelligently when choosing and sharing equipment. Nearly all children respond enthusiastically when using equipment in the outdoor area. They develop their physical, literacy, creative and mathematical skills well. This is done while preparing soup made from herbs and mark-making purposefully on chalkboards and on the playground floor. In the indoor area, all children enjoy using the range of resources available to them, such as role-playing by dressing up in a superhero suit and imagining their trials and tribulations.

Many children develop good independent skills. For example, on arrival, they take off their shoes and coats conscientiously. They also show pride when completing the tasks of hanging and organising their coats and bags on their personal pegs. During the day, children enjoy the freedom to put on their coats and shoes when they choose to go to play in the outdoor area. Most children make choices in line with their interests well and decide how to spend their time on tasks sensibly. As a result, most children persevere tirelessly with their activities and take pride in their achievements.

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 prioritise children's health and safety effectively. They understand their roles and responsibilities well and adhere purposefully to the setting's policies and daily procedures. Practitioners have up to date first aid certificates and focus on the needs of individual children, such as those with allergies. They also follow rigorous procedures and keep accurate records of accidents and incidents.

Practitioners follow food hygiene guidelines efficiently and ensure good hygiene procedures. For example, they prepare healthy snacks correctly, dress appropriately and wash their hands regularly. They also disinfect surfaces carefully before snack times. Practitioners administer medicine and record and complete the appropriate forms correctly. They have completed child safeguarding training and are confident about how to act should they have any concerns about a child's safety. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Clear and effective information about child safeguarding is available for practitioners, parents and visitors.

Practitioners are knowledgeable and supportive and create an atmosphere and environment that nurture care effectively. They have a warm relationship with the children and treat them with respect and dignity. For example, they ensure privacy when children go to the toilet. They interact sensibly and explain and support the children to respect each other. Practitioners act as good role models and encourage children to resolve any conflict by discussing with each other and thinking about the effect on others. For example, when more than one child chooses the same resource, practitioners are caring when discussing and reminding the children to share. Practitioners also ensure that there is a good balance between allowing the children to play independently and being on hand to challenge with purposeful questions to support the language of individuals.

Practitioners know the children's needs very well and have a clear understanding of their individual wishes. They encourage their independence kindly and sensitively. For example, children are encouraged to put on shoes and aprons sensibly to build on their individual skills and foster self-respect intelligently. The setting has robust procedures and networks in place to support children with additional learning needs.

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

Practitioners provide a balanced and engaging curriculum and plan together effectively to promote children's learning through a variety of practical activities. They pursue the children's interests sensibly and question them well while they play and experiment in all areas both indoors and outdoors. For example, children are given independent opportunities to build cars by using crates and wheels and to mix herbs and water in the outdoor area. As a result, practitioners provide a good range of purposeful periods for children to play and learn independently.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills. They extend their understanding by motivating them to succeed while playing, for example by singing nursery rhymes together and recording a recipe on a clipboard in the home area. They support children's oracy successfully by encouraging them to discuss activities as they paint and mix colours to create a rainbow and when using scales to balance pebbles. Practitioners also encourage children well to sort and number different shapes on pegs and encourage them to use money to buy goods intelligently in the role-play shop.

Practitioners succeed in developing a wide range of skills among the children. The practitioners' sensible teaching methods support children to work together purposefully, which has a positive effect on their knowledge and understanding. Practitioners provide interesting activities, which enable children to take risks and develop good thinking skills. For example, they challenge children to compare the speed of water flow when pouring it into troughs. However, they do not provide regular opportunities for children to develop their early digital skills effectively enough.

Practitioners intervene effectively during tasks to challenge and develop children's skills. They provide good opportunities for children to experiment while playing, for example by making Chinese food in the home area with coloured string. As a result, most children develop as effective independent learners. For example, practitioners allow the children to measure different objects with a tape measure in the construction area and decide how to set the table with relevant dishes without intervention.

Practitioners ensure that children develop their physical skills successfully by climbing and sliding on adventure equipment. They encourage them to ride scooters, bicycles and tractors enthusiastically and to step carefully around the playground on balance blocks. Practitioners provide effective creative activities, such as making movements while singing to music and hitting drums and bells to follow different rhythms. They also encourage children to use the oven and washing machine in the role-play area and prompt them to place eyes, a nose and a mouth on a face to create an imaginary character.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating the story of St Dwynwen and St David's Day. They also celebrate diversity well, such as studying Chinese traditions during the Chinese New Year. However, opportunities for children to learn about their square mile are not effective, which hinders the children's understanding of their '*cynefin*'.

Practitioners hold purposeful discussions with the children about their interests and combine them skilfully with their assessments to plan the appropriate next steps in their learning. They use observations and assessments effectively to provide beneficial information about children's achievements to their parents and carers. This is done through social media and regular oral discussions. Children's progress booklets are also a good record of children's achievements and are available to parents during, and at the end of, their children's time at the setting.

Environment:

Leaders ensure a safe and clean environment for the children. Access to the building is through a secure door and the external gate is locked during opening hours. There are robust processes in place to welcome visitors to the setting. The outdoor area is secured with a purposeful fence. The building's maintenance records are up to date and leaders ensure that fire drills are conducted regularly. They also ensure that maintenance checks are conducted regularly. For example, the fire equipment is inspected annually to ensure that the setting is safe. Leaders also carry out risk assessments for the setting and the outdoor areas, which are reviewed annually or when any change occurs.

Leaders ensure a high-quality environment that is warm and welcoming. The indoor area provides plenty of space for the children. The play areas in the outdoor area provide challenges and opportunities that are suitable for children. Leaders provide suitable toilets and nappy changing area, which ensure opportunities to respect a child's privacy while ensuring independence. Practitioners plan a timetable that allows children to use the whole site and ensures appropriate supervision.

Leaders provide various resources of a high standard that are organised at a low level. As a result, children have access to toys and equipment that enable them to choose independently and pursue their individual interests. The children are familiar with their environment. For example, they feel comfortable choosing and returning resources to the appropriate places as they tidy up at the end of the session.

Practitioners ensure that the outdoor environment provides beneficial opportunities for children to experiment and develop their physical and creative skills. For example, children enjoy opportunities to use the climbing wall, in addition to mastering cycling skills and control of vehicles. The toys and resources are used well, on the whole, and are of a high standard. They are well maintained; however, digital equipment is not accessible during the sessions.

Practitioners use a good range of varied resources to develop the children's personal and social skills, for example by reading stories from different cultures.

Leadership and management:

Leaders ensure that the setting's leadership strategies are appropriate and focus directly on improving provision and children's outcomes. They share a generally clear/robust vision with stakeholders. As a result, the leaders' philosophy of setting up and preparing challenging learning experiences creates an interesting environment that promotes children's learning purposefully.

Leaders follow safe, robust and timely recruitment processes. They set sensible expectations and support practitioners to maintain high standards. Leaders encourage effective co-operation between practitioners, which support a team ethos successfully. They encourage practitioners to attend purposeful training to improve their teaching and care practices. As a result, practitioners are conscientious and keen to succeed by adopting the suggestions of leaders and officers from support agencies. Practices for supervising and evaluating the work of practitioners are also consistent and well-established. However, the responsible individual does not

monitor all of the setting's leadership and management practices thoroughly enough on behalf of the management committee, for example by ensuring that targets for improvement are manageable and completely practical.

Leaders focus successfully on introducing regular improvements to develop provision further. They conduct efficient self-evaluation procedures, which lead to a large number of findings for improvement. As a result, they identify the setting's strengths and areas for improvement appropriately. However, leaders do not always prioritise areas for improvement effectively enough.

The leader ensures that full consideration is given to the views of everyone who is involved with the setting. They hold purposeful discussions with all stakeholders, including support agencies, to improve provision and children's experiences. For example, they act on advice to develop planning practices to better pursue children's interests. They also use social media effectively to provide parents and carers with up-to-date information about their children's experiences and progress.

The leader ensures robust pastoral care for the children, which creates a warm sense of belonging among children and adults. This close-knit and supportive environment encourages children to do their best and persevere while playing and learning. The productive relationship with the local school prepares children effectively for the next step in their education. The leaders has also begun to forge local partnerships, which provide interest experiences for the children. For example, the children have begun to visit the milk hut to buy goods such as a milkshake.

The leader allocates resources purposefully. She uses the budget effectively and prioritises expenditure against the setting's targets sensibly. For example, she uses grants intelligently to fund various resources, such as electronic resources and adventure equipment for the outdoor area.

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).

© Crown Copyright 2023: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 04/04/2023