



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

A report on

Cylch Meithrin Rhoscolyn

**Ysgol Santes Gwenfaen
Rhoscolyn
Anglesey
LL65 2DX**

Date of inspection: February 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 Rhoscolyn

Name of setting	Cylch Meithrin Rhoscolyn
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Sara Roberts
Person in charge	Heledd Huws
Number of places	24
Age range of children	2-4 years old
Number of 3- and 4-year olds	2
Number of children funded for early education	2
Opening days / times	Monday to Friday 9:00 a.m. – 3:00 p.m.
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	This is the first inspection since the setting was registered in 2020.
Date of previous Estyn inspection	May 2018
Date(s) of this/these inspection visit(s)	13/02/2023

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Provide valuable experiences for children to develop their information and communication technology skills

What happens next

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

Main findings

Well-being:

Almost all children are happy and content at the setting. They cope well with leaving their parents and are eager to immediately join in and play with their friends when they arrive. Almost all children are confident in making decisions and choosing how they spend their time. The activities and toys are organised effectively and kept at a low level, enabling the children to pursue their interests and take part in planned activities in their own time. All children move around the wide range of activities freely, showing respect towards the equipment.

Most children express themselves confidently. They share ideas and answer simple questions successfully. Most children know that their opinions will be respected by practitioners. For example, when showing pictures and sharing stories from books that have sparked their interest, the children smile when practitioners are amazed at what they have to say. Almost all children are familiar with the daily routine and they have a positive relationship with practitioners, which gives them a sense of security.

Most children have started to make friends. They interact well with their peers and enjoy playing and completing tasks with one another. For example, when looking for twigs and moss in the wooded area, showing their friends twigs and helping each other to put the twigs in the basket. Most children are happy to share resources with their friends and learn important social skills well, such as taking turns. For example, when playing with sand, they are happy to take turns to use the different equipment and vehicles and discuss and chat enthusiastically as they play.

Almost all children enjoy their play and learning. They concentrate and persevere well when undertaking tasks, and enjoy experimenting with different materials and equipment. For example, they had great fun experimenting with different herbs and tea bags in water to make special tea for the practitioners. Almost all children are inquisitive about the world around them and enjoy playing and using their imagination, such as playing imaginatively in the role play area and the small world area.

Almost all children choose activities independently and follow their interests effectively. Most develop good independence skills, for example as they fill jugs with water, opening and closing the tap independently and taking care when carrying the jug over to the water trough. In addition, almost all children are eager to wash their hands and pour their drink independently during snack time.

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

Care and development:

Practitioners prioritise child safety. They implement effective procedures to ensure that children are both healthy and safe. They have all attended relevant child protection training, and are familiar with the procedures to follow should they have any concerns about a child. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. In addition, all practitioners have completed paediatric first aid training which prepares them to provide appropriate treatment if needed. Fire drills are conducted regularly and recorded effectively.

Good use is made of current procedures to prevent the spread of infection. For example, practitioners encourage the children to wash their hands after going to the toilet and before eating their snack, and they ensure that tables are cleaned with disinfectant liquid before the children sit to eat. They also follow appropriate procedures when changing nappies and handling food. Practitioners promote physical activity successfully. They ensure that there are valuable opportunities for children to develop their physical skills and spend time outdoors in the fresh air.

Practitioners have formed positive relationships with the children, and speak to them affectionately and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. All practitioners model social skills effectively when playing alongside the children and encourage them to say thank you and praise each other during activities.

The setting has purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. Practitioners collect plenty of information about preferences, needs and any other relevant information before children start attending the setting. This enables the practitioners to plan effectively. There are effective procedures in place for referring children in a timely manner to external agencies for support, if needed. Consequently, there are robust procedures in place to ensure all children's needs are met effectively.

Practitioners track children's progress effectively by undertaking regular observations and assessments. In addition, they create bespoke books to share with parents and carers at the end of each year, which contain photographs of the children taking part in activities and a number of their successes. They ensure parents receive regular information about their children's development using a secure online app to share photographs and observations. Also, parents can share observations and send messages in response, which creates a close connection between the parents and the setting.

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

Practitioners work together very effectively and reflect on and adapt their practice in relation to the principles of the Curriculum for Wales in order to provide valuable and varied opportunities for the children. In response to the children's interests, they plan a wide range of valuable learning and play experiences inside and outside the

building aimed specifically at engaging the interest of every child. A notable example of this is the opportunity for problem solving and developing creative skills when searching, choosing and combining natural resources such as twigs, leaves and moss to make a Blue Tit nest.

Practitioners have a lovely relationship with the children. They supervise the children effectively and are aware of when they should join in their play and embrace any opportunities to support the learning. Practitioners follow observation procedures to assess the children's development effectively, adapting the provision appropriately in light of information gathered. They ask open and relevant questions which encourage the children to think and discover things for themselves. For example, they ask the children how they would carry water from one place to another, what sound animals make and what creatures live under a piece of rotting wood.

All practitioners model verbal language very effectively, introducing language patterns, vocabulary and phrases, and lively singing. They encourage the children appropriately to make marks using a variety of media and constantly encourage them to use their numeracy skills, for examples, when counting, matching and comparing cars by size. However, opportunities for the children to develop their Information and Communication Technology skills through their learning and play are limited.

Practitioners make sensible plans to develop children's physical and creative skills. For example, they encourage them to do the appropriate actions when singing, to dance and to have a go and experiment, using hoops and moving with hoops in various ways. The host of outdoor activities encourage children to venture, to become confident explorers in their surroundings and to show care and respect towards living things. For example, practitioners encourage the children to care for insects found under an old tree trunk to keep them safe. Practitioners provide appropriate information to parents and carers about their children's achievements via social media and verbally at the setting door.

Practitioners plan valuable opportunities to develop the children's spiritual, moral, social and cultural skills. They provide interesting opportunities which motivate the children to show an interest in other people's lives around the world. For example, by making marks to replicate writing and tasting Chinese food when discussing Chinese New Year. Practitioners promote the children's awareness of Welsh culture well by celebrating Dydd Miwsig Cymru (Welsh Language Music Day), Dydd Mr Urdd (Mr Urdd Day) and the School Eisteddfod and make appropriate use of the community. For example, when visiting a local farm to observe farm animals and collect a pumpkin to carve to celebrate Halloween.

Environment:

Leaders prioritise child safety by implementing procedures that ensure that any potential hazards are monitored and managed effectively. Detailed risk assessments outline potential risks and action taken to reduce or prevent the risk to children. Daily checks are undertaken of the play areas and equipment to ensure there are no hazards present and that the equipment is suitable for the children. When hazards are identified, practitioners deal with these quickly and effectively.

The play areas are nice and comfortable with plenty of room for children to move around freely. Leaders ensure that children develop a sense of belonging by displaying examples of children's work and photographs on the walls. The playroom

is arranged into purposeful learning areas, with a variety of materials and natural resources that enrich the children's experiences. For example, there are real crockery and live plants in the role play area. Leaders place an emphasis on using natural colours which create a calm and peaceful atmosphere and help the children to be able to immerse themselves in their play. The outdoor play area has been developed to offer a variety of activities and purposeful opportunities for children to play and develop awareness of the world around them. For example, a mud kitchen, trays full of herbs, water and tea bags and a construction area with small stones and planks of wood. Leaders also collaborate effectively with the nearby primary school to ensure the children have access to a range of wooded areas and fields.

Leaders ensure that there is a wide range of interesting and exciting resources and equipment available in the playroom. These are of good quality and are stored at a low level so that children can choose them independently without any adult intervention. Practitioners keep a detailed record of when the play areas, toys and resources are cleaned. This happens on a regular basis in order to ensure that resources are kept clean and in good condition. Leaders ensure that equipment and resources promote the children's independence, for example, by ensuring that there are resources available to help the children to learn to use the toilet independently. There is a range of resources available to promote children's awareness of different cultures, including a good variety of books. This helps the children to learn to be tolerant citizens and to understand differences in the world around them.

Leadership and management:

The person in charge, the responsible individual and the stable management committee have a clear vision that sets a purposeful direction for the setting's procedures. The vision is based on ensuring a high-quality service is delivered in relation to the children's well-being, care and learning in a stimulating and happy environment. Consequently, the setting's consistent practices and policies focus positively on meeting the children's needs through focused teaching and enthusiastic support.

There is a positive culture of self-evaluation, with the setting ensuring full consideration of the views of everyone involved with the setting, through regular discussions with parents, the local authority and support organisations. Consequently, procedures have a positive impact with regard to improving aspects in need of development. For example, they have developed observation and assessment practices to better identify successes and next steps in children's development, and make purposeful use of social media to share information about the children's activities with their parents and carers.

Leaders have appropriate arrangements for monitoring the setting's work. They validate the decisions made by the responsible individual and the person in charge regularly, to identify strengths and areas for improvement. These procedures ensure there are reliable targets in the development plan, such as relevant training for practitioners to meet the children's needs purposefully. The setting complies with the child minding and day care regulations and meets the national minimum standards.

Leaders use funding wisely to support the work of setting priorities for improvement and meeting the children's needs. For example, recently, by funding improvements to

the outdoor area such as a canopy, and providing attractive resources that support the children's learning and enrich their experiences well.

Leaders operate safe recruitment procedures and have good arrangements for evaluating practitioners' performance. They supervise and evaluate their work regularly and ensure there are opportunities to attend training to meet the children's individual needs. For example, all practitioners have attended specialist training to assist children with communication difficulties. Consequently, practitioners are confident and competent and can undertake their roles effectively.

The setting has established valuable partnerships with parents, carers and the community, and there is a successful partnership between the school and the setting, to share expertise and the site appropriately. As a result, there are good arrangements in place to ensure the children transfer to the next stage of their education with ease.

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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