



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 Trawsfynydd

**Y.M.C.A.
Trawsfynydd
Gwynedd
LL41 4SF**

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 Trawsfynydd

Name of setting	Cylch Meithrin Trawsfynydd
Category of care provided	Sessional day care
Registered person(s)	Elizabeth Jones
Responsible individual (if applicable)	
Person in charge	Mary Khademzadeh
Number of places	20
Age range of children	2.5 to 4 years old
Number of 3 and 4-year-old children	7
Number of children who receive funding for early education	1
Opening days / times	Monday to Friday from 09:00 to 13:00
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	24/01/2019
Date of previous Estyn inspection	June 2014
Dates of this inspection visit(s)	06/02/2023

Non-compliance

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

Recommendations

- R1 Provide better opportunities for children to develop all of their skills in the outdoor area
- R2 Ensure that nappy changing facilities are completely suitable to meet the children's needs

What happens next

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

Main findings

Well-being:

Most children show enjoyment and happiness during play and interact well with practitioners and visitors. They are very keen to talk to adults and nearly all are happy while working and talking with each other. As a result, many children express their feelings confidently.

Most children make effective choices and decisions about where and with whom they would like to play. For example, most move confidently between the different activities during free play. As a result, they pursue their personal interests effectively, such as finding numbers in the sand pit and role-playing by cooking breakfast in the outdoor mud kitchen. Most children also demonstrate perseverance in their play and learning and play with resources that interest them for extended periods.

On arrival, most children are happy, full of life and ready to play and learn. Nearly all children are happy and comfortable in the care of practitioners. Most children understand the setting's procedures and go straight to wash their hands ready to brush their teeth. They understand that practitioners listen to their wishes and concerns loyally. For example, they approach practitioners for support with toys that are hard to operate or for comfort when the need arises, such as after falling when climbing on the adventure equipment.

Most children understand and follow the setting's behaviour rules well. Nearly all children communicate politely with other children, practitioners and visitors. They work together and share resources successfully. They learn how to wait and take turns very patiently. For example, they wait their turn to use the walkie-talkies to communicate with their friends.

Most children have good independent skills. For example, they wash their hands effectively and take off their coats and place their bags in an orderly manner. They also pour their milk and water independently and use tongs skilfully to pick up and choose fruit during snack time. They are polite and say '*diolch*', when appropriate. The '*helpwr heddiw*' (helper of the day) prepares snacks in the kitchen with practitioners confidently and uses a knife correctly. Nearly all children play well together and enjoy each other's company when playing games and socialising around the setting.

Most children enjoy learning new skills while experimenting with a wide variety of interesting play opportunities, both inside the setting and outdoors. Most children take pride in their artwork being displayed on display boards. This creates an ethos and sense of self-value and belonging among the children.

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 and robust systems to ensure the health and safety of the children. They have a good understanding of their responsibilities and provide rich experiences for children to develop in line with their age and ability. They keep records of concerns, accidents, incidents and any relevant information securely. This is monitored regularly by leaders. All practitioners' child protection training is up to date and useful when discussing any problems or concerns that arise. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners have up to date first aid and food hygiene certificates, which ensures a sound understanding of the procedures to follow. Hygiene procedures and practices are effective and practitioners encourage the children to wash their hands at the appropriate times wholly independently.

Practitioners manage interactions with the children highly effectively and there is a wonderful relationship between them. Practitioners implement the behaviour management policy well and talk sensibly with the children and in a way that they understand. For example, practitioners remind the children that they are only to use '*dwylo caredig*' ('kind hands') in the setting. As a result, practitioners model effective behaviour and treat the children and each other with respect consistently.

Practitioners have good knowledge of the needs and preferences of each child, by acting on information from parents when they register their children at the setting. They are aware of the developmental steps of each child and act effectively on the next steps in the learning journey of individual 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 studying the Chinese New Year and St Dwynwen's Day well. Practitioners use the Welsh language consistently with the children, which supports and develops their Welsh purposefully.

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

Practitioners' intelligent teaching methods encourage the children to work together sensibly, which has a positive effect on their knowledge and understanding. They motivate the children to develop a wide range of beneficial skills. Practitioners provide interesting activities that enable children to venture and to develop their cognitive skills well. For example, they challenge the children to follow a recipe to make heart-shaped biscuits to celebrate St Dwynwen's Day and to paint the nearby hills with the sun and clouds above.

Practitioners intervene effectively during activities and encourage the children skilfully to experiment during play. They hold effective discussions with the children on how to improve their work. As a result, most children develop as confident and independent

learners. For example, practitioners challenge the children to discover the best ways to collect water from a barrel and transfer it to a pan without wasting the liquid.

Practitioners provide a broad and balanced curriculum, which includes sensible discussions and a willingness to pursue the children's suggestions successfully. This includes walking to the local shop to buy fruit. They plan together well to stimulate children's learning through a variety of practical challenges, such as building towers from bricks to correspond to their height. They also use these purposeful discussions and weave them into their assessments skilfully to plan specific next steps in individual children's learning.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills and broaden their understanding by questioning them skilfully during play. This is done as the children make marks on a clipboard when ordering fruit in the role-play shop and as they sort and count farm animals in the small world area. Practitioners also provide consistent and regular opportunities to improve children's early digital skills by using electronic tablets, mobile phones and a keyboard. However, practitioners do not provide enough opportunities for children to develop all of their skills effectively in the outdoor area.

Practitioners ensure that children develop their physical skills successfully, such as encouraging the children to move wheels and wooden plank to create an adventure trail. They provide effective creative activities, such as encouraging the children to create different rhythms with a xylophone, a tambourine and by hitting saucepans on the music wall. Practitioners also challenge the children to mix water, soil and seeds in the mud kitchen to create different meals and to build structures to a specific height like a builder.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's Day and contributing to the art competitions in local eisteddfodau. They also celebrate diversity effectively by studying customs from the Chinese New Year and reading books that relate to multicultural issues and disability.

Practitioners provide parents and carers with beneficial information about their children's achievements. This is done through social media, oral discussions and a progress booklet, which is available during and at the end of their time at the setting.

Environment:

Practitioners are very aware of health and safety issues. Visitors cannot access any part of the setting unless a practitioner provides access to them. For example, the gate to access the setting's grounds is locked as soon as all of the children have arrived at the beginning of the session.

Practitioners are vigilant while supervising children during the sessions to ensure their safety. They ensure that the children are safe by acting well on a range of clear and comprehensive policies. They assess risks effectively, which includes going for a walk around the village, walking to 'Bryn y Gofeb' and taking children to the local primary school.

Leaders respond promptly to issues in relation to the children's safety and any issues that arise. For example, they monitor and practise fire drills regularly to ensure that the children are familiar with the arrangements to follow should they need to evacuate the building urgently. Practitioners keep a register of all of the children who attend the sessions and record their arrival and departure times thoroughly. Practitioner numbers usually exceed the standard expectations and, as a result, children are supervised effectively.

The learning environment and play areas are of good quality. As a result, they provide valuable opportunities for children to work together and communicate both indoors and outdoors. Practitioners ensure that the play environment, equipment, toys and resources are stimulating and suitable for the children. The layout of the setting allows children to move around the room and flow freely between the building and the outdoor areas. This enables children to make effective decisions about their learning.

Practitioners concentrate on creating a natural environment to create a close-knit and relaxing atmosphere. They ensure that indoor and outdoor resources are of interest and hold the children's attention effectively. Resources are kept at a practical level for the children and, as a result, they are able to reach them easily. The setting is neat and attractive and well maintained. Furniture, equipment, toys and resources are clean, of good quality and are stored at a level that is suitable for children to be able to make choices independently. The setting's toilet facilities are clean and their use reinforces the children's independent skills. However, the nappy changing facilities are not completely suitable to meet the children's needs.

Practitioners use displays purposefully to ensure that children develop a sense of belonging successfully. This is done by displaying pictures of them playing and their craft work in the 'Gallery'. For example, they display pictures of the children cooking with blackberries and display a collection of their portraits, which are inspired by their study of nature and the birds that visit the setting.

Leadership and management:

Leaders ensure that there are effective processes in place that focus directly on making regular improvements to provision and the daily procedures. They also follow safe, robust and timely recruitment processes.

The registered person works well with the leader and the diligent practitioners to provide interesting experiences for the benefit of the children. The leader's purposeful vision ensures a well-rounded provision that focuses firmly on improving children's learning. Practitioners also provide careful pastoral support, such as comforting children loyally when they are hurt. As a result, all practitioners encourage the children to do their best regularly through engaging challenges and supportive motivation.

Good self-evaluation and planning for improvement procedures have a successful effect on the setting's practices. They focus purposefully on making improvements. The leader and practitioners are a harmonious team. They work together diligently and listen well to the suggestions of support agency officers. Leaders have consistent arrangements to monitor the setting's practices. The registered person

works with the leader to validate decisions effectively and identify the setting's strengths and areas for improvement. These procedures ensure that the development plan includes reliable targets, such as improving provision in the outdoor area.

Leaders ensure that full consideration is given to the views of everyone who is part of the life of the setting. They hold meaningful discussions with all stakeholders, such as parents and the local authority, 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. They also act sensibly on the suggestions of parents and carers, such as using social media to convey information about the children's activities.

Leaders allocate resources wisely. They ensure that there are plenty of qualified practitioners and enable them to attend relevant training to meet children's needs purposefully. The use of the budget and grants prioritises expenditure against the setting's targets well. As a result, the positive and sincere attitudes of leaders promote exciting and informative experiences for the children. This is done by funding valuable resources, such as digital resources, a mud kitchen and a wooden tent.

The setting has a range of robust partnerships and these links support the setting by providing engaging experiences for the children to learn about their '*cynefin*'. For example, they visit the local shop to buy goods on a weekly basis and join trips to forests in the area with the nearby school. As a result, the productive relationship with the school prepares children for the next step in their education effectively.

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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