



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

A report on

Cylch Meithrin Shotton

**Plymouth Street
Ysgol Croes Atti Glannau Dyfdrwy
Shotton
Deeside
CH5 1JD**

Date of inspection: March 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 Shotton

Name of setting	Cylch Meithrin Shotton
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Gwenllian Lansdown-Davies and Leanne Marsh
Person in charge	Carrie Guest
Number of places	19
Age range of children	2 to 4 years old
Number of 3 and 4-year-old children	16
Number of children who receive funding for early education	5
Opening days / times	9am to 3pm Monday to Friday
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	May 2019
Date of previous Estyn inspection	May 2015
Dates of this inspection visit(s)	21/03/2023
Very few pupils come from Welsh-speaking homes.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting)	
Care and development	Good
Teaching and assessment (only applies to three- and four-year-old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that practitioners challenge children to solve problems, which correspond to their needs
- R2 Use observations and assessments more effectively to target the next steps in individual children's learning

What happens next

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

Main findings

Well-being: Good

Children have a strong voice in the setting and voice their opinions regularly. They move around the learning and play areas confidently. Most children help themselves to resources in storage units and within the play areas effectively. They know that their wishes and feelings will be given good consideration. For example, they ask intelligently for help and support from practitioners before going to the toilet, choosing a drink and changing their clothes and shoes to go outdoors.

Nearly all children settle quickly and are happy at the setting. They cope very well when separating from their parents and carers and children feel safe in the practitioners' care. Nearly all settle very quickly in their environment as they choose where to play, and talk, laugh and sing while doing so. They develop close and warm relationships with practitioners and interact well with visitors. For example, children are keen to show and discuss their individual foods at the dining table. As a result, children are familiar with the setting's day-to-day arrangements and cope well with changes to the daily routine.

Most children develop good social and interaction skills. They work together, take turns and share without fuss while playing. Nearly all are polite and treat practitioners and their peers with respect. For example, they experiment, support and wait their turn patiently while playing with water outdoors. All children enjoy taking responsibility. For example, in their role as '*Helpwr Heddiw*' ('Helper of the Day'), they enjoy preparing and distributing dishes and food and show enjoyment when they are praised by practitioners and other children.

Most children are conscientious, energetic and enthusiastic while engaging in their play and learning. For example, they sing while colouring and using craft resources and place their work in their bags independently. Most develop their physical, literacy, numeracy and creative skills effectively. For example, they role-play imaginatively, experiment with chalks in the mark-making area and persevere when using rolling, pressing and cutting resources while playing with dough. Most concentrate purposefully and take an interest in their work as they experiment confidently with digital resources. For example, they enjoy using cameras, talking pegs and electronic tablets to develop their early digital skills.

Most children develop good independent skills, including using the toilet, washing and drying their hands, wiping their noses and pouring a drink. They show pride when completing tasks such as putting on and taking off waterproof clothes and shoes and show enjoyment when they are praised for their success. Most children also make choices according to their interests and decide how to spend their time well. As a result, they persevere purposefully during learning and play 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: Good

Practitioners prioritise the children's health and safety successfully. They understand their roles and responsibilities well and adhere to the setting's policies and procedures effectively. Practitioners have up to date first aid certificates and are knowledgeable about children's individual needs. As a result, they follow detailed procedures and keep accurate records of accidents and incidents. Practitioners also follow robust food hygiene procedures regularly; for example, they disinfect surfaces carefully before snacks, dress correctly when preparing snacks and wash their hands regularly.

Training on child safeguarding is sound and practitioners 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. Leaders ensure that child to practitioner ratios are suitable, register children correctly and ensure that the arrival and departure procedures for children and practitioners are effective. The setting also has appropriate procedures and networks in place to support children with additional learning needs.

Practitioners have a fond and warm relationship with the children and treat them with care and respect. They interact loyally and explain to children, and support them, to respect each other. Practitioners act as very good role models and manage positive interactions, where they listen, co-operate and explain in a clear and caring manner. For example, as children persevere and succeed, practitioners praise them regularly, which succeeds in developing their self-confidence purposefully. Practitioners also promote healthy eating and drinking well and provide appropriate opportunities to develop children's physical skills.

Practitioners have a clear understanding of the children's individual needs and wishes. They encourage the children's independence kindly and sensitively. For example, when children ask for help to complete tasks, practitioners provide encouragement that builds on their individual skills to foster their self-respect. They also promote equality and diversity intelligently among the children and extend children's learning experiences spontaneously. For example, in the creative area, practitioners build on the children's knowledge of birds appropriately and support them to think, question and broaden their understanding by using digital resources.

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

The practitioners' effective teaching skills motivate the children to concentrate well as they engage in beneficial learning and play experiences. Their positive encouragement has a good effect on the children's knowledge and understanding.

They challenge them to work independently when developing all of their skills. For example, they motivate children to play and create cards to post in envelopes and to work together to fill buckets and a wheelbarrow with water from the outside tap.

Practitioners intervene wisely in children's play. They question them skilfully and take advantage of opportunities to extend the children's vocabulary and syntax well. As a result, most children develop as effective learners. For example, practitioners encourage children to discuss how to make patterns with tools on dough. However, practitioners do not plan effectively to challenge children to solve problems wholly independently. As a result, practitioners do not target the children's true abilities effectively enough.

Practitioners ensure that children develop their physical skills successfully. They prompt the children to ride bicycles around the playground adventurously and to climb and slide on adventure equipment. They provide effective creative activities, such as making a rainbow with the children's handprints. Practitioners also extend children's skills skilfully by cooking in the mud kitchen and planting heather in wellingtons. This supports children's social, communication and fine motor skills successfully, in addition to teaching them how to take care of plants and living things.

Practitioners plan a beneficial and exciting curriculum jointly, which pursues the children's suggestions and interests skilfully. They use observations appropriately to record children's progress and adapt provision to better respond to their needs. However, practitioners do not always use this information effectively enough to plan the next steps in the children's development.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills. They extend their understanding during play sessions by challenging individuals to explain their actions methodically and coherently. This is done as they discuss how to plan and construct a railway and as they sort and count dinosaurs in the small world area. Practitioners also provide regular opportunities to improve children's early digital skills. They encourage children sensibly to use electronic tablets and educational apps and to hold imaginary discussions on a mobile phone.

Practitioners develop children's spiritual, moral and social skills effectively, particularly at the snack table while sharing and talking to each other. They promote Welsh culture well by celebrating St David's Day, the history of St Dwynwen and studying the Welsh flag. They also celebrate diversity sensibly by studying foods from other countries 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, verbal discussions and meetings about the children's progress, which are available during their time at the setting.

Environment: Good

Leaders ensure a safe and clean environment for the children. The environment includes a new building and a well-maintained outdoor area. Visitors are unable to access the site unless leaders or practitioners allow them access. Visitors are asked

to sign in promptly and records of this are kept in the main reception area. The building's maintenance records are up-to-date and leaders ensure that fire drills are held regularly.

Leaders ensure that provision and equipment to keep the environment safe are serviced regularly. These include fire equipment and first aid resources. Leaders conduct effective risk assessments for the setting, the outdoor areas and local visits. These are reviewed carefully. Leaders also ensure that there are useful advertisements and posters around the setting that support their clear procedures, such as a flow chart in relation to child safeguarding.

Leaders ensure a high-quality environment that is welcoming, friendly and warm. The indoor environment provides enough space for the number of children who attend on a daily basis. Outdoors, the environment is attractive and provides challenges and opportunities to take risks. For example, children are challenged to climb on adventure equipment. Leaders provide suitable toilet, handwashing and drying and nappy changing facilities that respect the children's privacy and provide opportunities to promote their independence.

There are varied and appropriate resources, at low levels, in all areas of the indoor and outdoor environment. As a result, children have access to toys and equipment, which allows them to choose independently and pursue their individual interests. Children are very familiar with their environment and are comfortable choosing and returning resources to the appropriate places. The outdoor areas enable children to experiment and develop their physical, creative and communication skills successfully. For example, children enjoy opportunities to make marks, in addition to mastering their balancing skills on bicycles.

Children's personal and social development is encouraged well by providing opportunities for them to learn about the lives of others and promoting their awareness of different cultures. For example, they have regular access to resources and stories from various places around the world. They are also given the opportunity to learn about specific days and occasions. For example, children buy ingredients in the local shops to make pancakes in the setting's kitchen when celebrating Shrove Tuesday.

Leadership and management: Good

Leaders work effectively with the conscientious leader and practitioners to provide engaging experiences for the benefit of the children. The leaders' positive vision ensures rich provision, which focuses well on developing children's skills and well-being. This is done by providing varied and interesting activities, such as painting the Welsh flag with bright colours and balancing three-dimensional shapes on top of each other wholly independently.

Leaders follow established processes to maintain and improve provision. These focus on interactive teaching and planning relevant experiences, which pursue children's interests purposefully. Leaders and practitioners provide loyal pastoral support. As a result, they encourage children to strive and persevere during play and learning and their sensible support is caring.

Leaders use consistent arrangements to monitor the setting's practices effectively. They work with the leader to validate decisions well and to build on the setting's strengths and target areas for improvement. On the whole, self-evaluation and planning for improvement procedures are appropriate. As a result, leaders succeed in improving provision successfully, for example by planning purposefully to develop children's language skills and teach them how to share with others. The leader and practitioners are a harmonious team and work together diligently to achieve the targets identified in the improvement plan.

Leaders follow safe, robust and timely recruitment processes and give full consideration to the views of everyone who is part of the setting's life. They hold effective discussions with all stakeholders, such as parents and carers and the local authority, to improve provision and children's experiences. They also respond sensibly to suggestions from parents and carers, such as their request to extend the setting's opening hours.

Leaders allocate resources effectively, including ensuring that there are enough qualified practitioners available to support the children. They organise useful training to meet practitioners' needs intelligently, which includes purposeful supervision and evaluations. The use of the budget and grants also prioritises expenditure against the setting's targets well.

The setting has a range of beneficial partnerships. These links support the setting effectively by providing engaging experiences for children to learn about their *cynefin* (locality). For example, they visit local shops to buy ingredients for cooking and observe ducks on the banks of the River Dee. The positive relationship and co-operation with the nearby school also prepares children well 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)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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