



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

A report on

Cylch Meithrin Llanllyfni - Flying Start

**Neuadd Goffa
Llanllyfni
Caernarfon
LL54 6SG**

Date of inspection: May 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 Llanllyfni – Flying Start

Name of setting	Cylch Meithrin Llanllyfni – Flying Start
Category of care provided	Full day care
Registered person(s)	Mudiad Meithrin
Responsible individual (if applicable)	Leanne Marsh and Gwenllian Lansdown Davies
Person in charge	Eirian Roberts
Number of places	19
Age range of children	2-4
Number of 3 and 4-year-old children	18
Number of children who receive funding for early education	7
Opening days / times	Monday to Thursday 8:45-13:45, Friday 8:45-13:30
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, or might use, the service.
Date of previous CIW inspection	28/06/2021
Date of previous Estyn inspection	14/05/2015
Dates of this inspection visit(s)	16/05/2023
Most children speak Welsh as their first language.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting)	Good
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 staff follow hygiene processes regularly

R2 Plan purposeful circle time sessions

R3 Formalise practitioner supervision meetings

What happens next

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

Main findings

Well-being: Good

Nearly all children are happy on arrival at the setting. They are given a warm welcome on arrival and comfort if they are uncertain. Nearly all children are familiar with the daily routine, greet their friends happily and immerse themselves in activities as soon as they arrive.

They are enthusiastic and enjoy the free play activities, alongside a few more formal activities. Most children make effective choices about where and with whom to play and pursue their personal preferences, for example while playing with electronic toys. They show a wonderful friendship towards each other. For example, children were seen celebrating their success in placing the letters in the correct spaces and praising each other.

Children have a strong voice and many express their feelings appropriately. A majority choose what they would like to eat confidently during snack time. Nearly all feel safe in their environment. They show a fondness towards practitioners and approach them happily and comfortably to invite them to join in with their play.

Most children interact exceptionally well with other children, share and take turns, for example when using the slide and the equipment in the water tub. During café time, they are very happy to wait their turn and share the knife to cut their fruit. Most children take pride happily in being praised by practitioners for helping to tidy up or counting while playing outdoors. Most children develop good independent skills. They

are able to meet their personal needs by going to the toilet and helping themselves to a drink of water. They also undertake daily tasks independently, such as washing their hands and clearing and washing the dishes after finishing their snack.

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

Nearly all children make sound progress from their starting points. They develop a range of skills effectively while playing together during their time at the setting.

Most children develop fine motor skills successfully. For example, they use a knife to cut clay into small pieces before shaping it to make an attractive cake to offer to visitors. Nearly all children develop gross motor skills effectively by swinging in the boat in the outdoor area and climbing the slide. They solve problems successfully while experimenting with water flow, by using water to move a duck along a trail of pipes and by making the wheel of a watermill turn.

Many children develop sound Welsh speaking and listening skills. They provide practitioners with information with increasing confidence. They begin to talk to their friends about what they are doing and a few more confident children like to accompany visitors to different areas and describe the different activities that are available. The very few children who come from non-Welsh-speaking homes use the language with increasing confidence while playing with their friends. A majority join in appropriately when singing Welsh songs.

Many children develop early reading skills appropriately, for example by recognising their names and adding the correct label to the 'registration tree' at the beginning of the morning. They begin to make marks successfully by writing on a whiteboard with felt tip pens.

Many apply their numeracy skills appropriately while playing in the outdoor areas. They count different ingredients to add to the bowl in the mud kitchen and discuss whether the troughs are empty or full while playing with water. Most children develop digital skills successfully by controlling the direction of an electronic car. They develop early control skills effectively by inputting instructions into a toy and making it move.

Many children develop creative skills skilfully. They work with friends to decorate a birthday cake in the mud kitchen. They recycle milk bottles and decorate them to make attractive models of Elmer the Elephant and enjoy experimenting with percussion instruments to create their own music.

Care and development: Good

There is a very close, natural relationship between practitioners and children. They forge positive relationships with the children, speak to them fondly and treat them with care and respect. Practitioners allow children to select their own resources both indoors and outdoors. They question and expand the children's development appropriately when there are opportunities to do so, for example when counting the steps on the balance trail outside and when handling money in the role-play shop.

They respond appropriately to oral questions or children's non-verbal communication. Practitioners provide valuable opportunities for children to be independent by encouraging them to help to prepare the café time snack.

On the whole, practitioners follow thorough systems and procedures to ensure the children's health and safety. Most practitioners have a good understanding of their responsibilities but do not always change nappies in line with the expected procedure. They promote healthy eating at snack time and ensure access to drinking water throughout the session. They ensure that there are beneficial opportunities for children to develop their physical skills and spend time outdoors in the fresh air.

Practitioners keep secure records of any concerns, accidents and relevant information. They have attended first aid, food hygiene and child protection training, which ensures that they have an understanding of the processes to be followed. Practitioners prioritise the children's safety and implement effective procedures to ensure that children are safe and healthy. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners know the children very well and have a clear understanding of their individual needs, abilities and preferences. For example, there are robust systems in place to support children with additional learning needs and practitioners work effectively with key agencies to support children. Practitioners have developed successful partnerships with parents to ensure appropriate support for their children.

Practitioners model behaviour effectively and treat the children with respect at all times. They celebrate children's successes regularly and praise them verbally. Practitioners promote children's understanding of the importance of treating people from all cultural backgrounds with respect and tolerance.

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

Practitioners create stimulating places that enable children to develop their skills in different areas both indoors and outdoors. They use a wide range of resources skilfully to ignite the children's imagination. As a result, children experiment confidently while playing independently or alongside their friends. Resources provide a host of opportunities for children to develop their physical skills. For example, they develop fine motor skills while weaving and develop physical skills by riding bikes and using wheeled toys skilfully. Practitioners take appropriate advantage of opportunities to intervene in play to develop other skills, such as literacy and numeracy skills. For example, they encourage children to count the ingredients in a bowl in the mud kitchen. Practitioners encourage children to interact with each other in a friendly manner and intervene kindly in the few cases when children need to be reminded to share toys with their friends.

Practitioners plan a few purposeful activities to enrich children's experiences. For example, they invite children to hunt for different insects and weigh ingredients when baking biscuits. They also hold suitable circle time sessions that provide an appropriate opportunity for children to discuss their feelings and sing Welsh songs.

However, they miss opportunities to develop children's skills further during these sessions.

Practitioners have adopted suitable assessment methods. They are beginning to record children's progress in sessions and at key times. They celebrate successes beneficially and add pictures and comments to the 'Wal Waw' ('Wow Wall'). However, assessment processes have not been embedded in full and practitioners do not plan purposeful activities regularly enough to respond to supporting the next steps in learning.

The setting has an obvious Welsh ethos. Welsh is the natural language of the sessions and practitioners model language effectively. They take advantage of opportunities to celebrate Welshness appropriately, for example by making Welsh cakes and encouraging the children to wear red or traditional dress to celebrate St David's Day. They plan a few beneficial opportunities for children to learn about other cultures. For example, children are given an opportunity to taste food from China as they learn about the Chinese New Year.

Environment: Good

Practitioners create a friendly and welcoming environment and ensure that children feel at home. The learning environment is of good quality and stimulates children to play effectively. It provides valuable opportunities for children both indoors and outdoors. The outdoor area has been planned appropriately to enable children to develop physically, creatively and to show curiosity. As a result, there are opportunities for children to develop their fine and gross motor skills by climbing the slide, rolling and making shapes with dough and making marks with chalk.

The environment promotes the children's social development effectively. Children can congregate for snacks on furniture that is suitable for their age. Leaders ensure that the children's privacy is respected successfully when using the toilet and when changing their nappies. Practitioners celebrate the children's creativity by displaying their work. For example, pictures of the children and their families are displayed on the wall, which gives them a sense of belonging.

Practitioners ensure that children are supervised carefully in a secure environment. They hold regular fire drills so that the children become familiar with the arrangements to follow in an emergency. Written risk assessments are in place, which outline steps to reduce or prevent the risk to children. Leaders ensure that practitioners implement safety precautions effectively, such as checking the outdoor area before the children use it. Leaders keep a record of all children, practitioners and visitors and ensure that the main doors are locked and implement a robust system for managing access to the site. They ensure that environmental safety tests are carried out regularly and keep copies of safety certificates. They follow appropriate procedures to keep the environment and equipment clean and in good condition.

Leaders ensure that there is a good supply of learning and play resources within easy reach for the children, which provides them with opportunities to pick and

choose for themselves. 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 having effective access to multicultural toys and resources.

Leadership and management: Good

The person in charge supports a team of practitioners who work together successfully. The setting has a clear statement of purpose and leaders have a robust vision that is based on developing children's skills in a Welsh environment. They understand their roles and responsibilities and act effectively as a team to provide beneficial experiences for the children and ensure their well-being. The setting is managed effectively by the responsible individual, who supports the leader and the person in charge appropriately.

Leaders self-evaluate provision appropriately and create detailed improvement plans. They identify many areas for improvement accurately; for example, they identify the need to strengthen processes for assessing children's progress. Leaders address some areas for improvement effectively. For example, they have enriched outdoor provision, such as creating an attractive space for children to look at books. As a result, children apply their skills successfully in a wide variety of independent situations.

On the whole, leaders have suitable processes for managing staff performance. They hold suitable annual appraisals and staff feel confident to discuss their professional development needs with leaders. For example, as a result of attending a child development course, practitioners have improved their understanding of the importance of play. However, leaders do not conduct formal supervision with practitioners with specific records. Leaders have suitable recruitment procedures.

Leaders manage the setting's budget appropriately and prioritise expenditure purposefully. For example, they have used grant funding to improve the role-play resources and have invested in fitness equipment to increase the opportunities to develop children's physical skills.

Leaders have beneficial partnerships with parents. They communicate clearly and share information about how to support children's learning, such as online video clips. They work with parents to raise money for the setting, for example by organising an Easter egg raffle.

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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