



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

**A report on**

**Cylch Meithrin Tregarth**

**Tregarth Community Centre  
Tregarth  
Bangor  
LL57 4AW**

**Date of inspection: July 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 Tregarth

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|--|--|
| Name of setting                                    | Cylch Meithrin Tregarth  |
| Category of care provided                          | Sessional Day Care   |
| Registered person                                  | Peter Salami   |
| Responsible individual (if applicable)             |  |
| Person in charge                                   | Lisa Williams  |
| Number of places                                   | 24   |
| Age range of children                              | 2-4 years  |
| Number of 3 and 4 year old children                | 13   |
| Number of children funded for early education      | 3  |
| Opening days / times                               | Monday to Friday 08:30am – 13:00pm   |
| 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 a Welsh language 'Active Offer'. It provides a service that anticipates, identifies and meets the needs of people who use the service. |
| Date of previous CIW inspection                    | 23/09/2018   |
| Date of previous Estyn inspection                  | 01/07/2015   |
| Date(s) of this/these inspection visit(s)          | 03/07/2023   |

## Summary

| <b>Theme</b>  | <b>Rating</b> |
|---|---------------|
| <b>Well-being</b>   | <b>Good</b>   |
| <b>Learning</b><br>(only applies to three and four year old children who do not receive education in a maintained setting)                | <b>N/A</b>    |
| <b>Care and development</b>   | <b>Good</b>   |
| <b>Teaching and assessment</b><br>(only applies to three and four year old children who do not receive education in a maintained setting) | <b>Good</b>   |
| <b>Environment</b>  | <b>Good</b>   |
| <b>Leadership and management</b>  | <b>Good</b>   |

## Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

- R1 Ensure that there are systems in place to evaluate accidents and incidents
- R2 Further develop the use of observations to promote children's learning and development
- R3 Strengthen processes for evaluating the leadership procedures

## What happens next

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

## Main findings

### Well-being: Good

Almost all children are happy and enthusiastic and interact well with practitioners and their friends. Most children are able to express their feelings clearly. For example, during the self-registration process, they are able to answer the question 'Sut wyt ti'n teimlo heddiw?' (*how are you feeling today?*) confidently. Almost all children make effective choices and decisions about who to play with and where to play. For example, during free play, they move between the activities that are available to them confidently. They therefore follow their personal preferences effectively, such as playing outside on the bikes and cooking in the mud kitchen. They also enjoy playing indoors with remote control cars and creating coloured patterns in the dough area.

Most children are happy and comfortable in the care of the practitioners. Almost all children arrive happily and cope easily when separated from their parents and carers. Most take off their own coats and choose their own names as part of the self-registration process as soon as they arrive. Most children understand that the practitioners listen to their wishes or concerns. They form positive relationships with their key workers, which impacts well on their well-being.

Most children control their behaviour well. Many share resources well and are beginning to understand how to take turns successfully. For example, they share

resources in the loose parts area. Almost all children join in with the singing session. Most choose an instrument to play whilst singing.

They are happy to play together side by side. Most children are happy to play together and with the practitioners at the setting. Many children really enjoy taking part in activities and do so confidently whilst following their interests. They enjoy playing in the role play area outside and painting in the indoor area. They use their imagination well whilst playing and learn how to care for themselves. Many children are able to concentrate on activities for a length of time that is appropriate for their stage of development.

Most children develop a range of independence skills well. For example, many children are able to use utensils to choose their own food and pour their drinks confidently during snack time. Many children develop their gross motor skills by using climbing apparatus, riding bikes and running around the outdoor area.

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

There is no report on the children's learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

**Care and development: Good**

All practitioners follow sound systems and procedures to ensure children's health and safety. They have a good understanding of their responsibilities and provide good opportunities for children to develop according to their age and ability. Practitioners lead conversations with children in a knowledgeable manner, according to the individual ability of each child. All practitioners have current first aid and food hygiene certificates, which ensures their understanding of the processes to follow. Hygiene procedures and practices are effective and practitioners encourage the children to independently wash their hands at appropriate times in a purposeful manner.

All practitioners keep suitable records of accidents and incidents. However, they do not evaluate any accidents or incidents in order to identify any patterns. All practitioners have up to date child protection training and are able to discuss any problems or concerns that arise confidently. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners understand the behaviour management policy well. They speak to the children well, on their level and in a language that they understand. Practitioners are good role models with regard to behaviour. They have a good knowledge of the children's needs and likes. They respond to information provided by parents at registration and are knowledgeable about the needs of individuals.

Practitioners provide effective opportunities for children to develop their understanding of their Welshness and the wider world. They provide a variety of toys, resources and books that extend the children's understanding and awareness. As a

result, they learn how to treat people from different cultures with respect. For example, they learn about the culture of France, as well as St David's Day, Easter and Christmas. The Active Offer is available at the setting. Practitioners use Welsh with the children throughout the session. Some children use Welsh regularly and a number communicate confidently and naturally. Some children speak English to the practitioners but they then repeat what the children have said in Welsh and answer their question in Welsh.

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

All practitioners have a good understanding of child development, and cooperate effectively to create a positive learning ethos. They model activities and support the children's free and experimental play in an intelligent manner, taking stock of when and how to intervene in order to enrich the learning. For example, practitioners challenge the children to be creative with art resources. They observe them choosing, cutting, arranging and sticking the resources to create pictures, and then ask them about the artwork they have created. All practitioners offer valuable experiences aimed at the interests of many of the children in a purposeful manner.

Practitioners have a good working relationship with all children and provide beneficial play opportunities to develop the children's communication and social skills. As a result, almost all children are confident in communicating verbally with others. Practitioners plan appropriate opportunities to develop the children's literacy and numeracy skills using real life experiences. For example, they encourage them to role play in the kitchen by making breakfast and serving each other. The provision to develop the children's early ICT skills is developing effectively. Practitioners provide suitable ICT resources in the areas for children to explore successfully through play. For example, children work together successfully to control remote control cars and create various routes for them.

Practitioners provide effective creative activities, such as experimenting with chalk and paint, and using percussion instruments to perform songs. They ensure opportunities for the children to develop their physical skills successfully. For example, they encourage them to climb, balance, ride bikes, dig and pour water into a wheelbarrow.

Practitioners are beginning to experiment and plan to promote the principles and content of the Curriculum for Wales. They develop opportunities to nurture children's confidence and independence well, and encourage them to take spontaneous chances and risks whilst playing. Practitioners are beginning to record observations of children's development and achievements appropriately. However, they do not always use assessment outcomes to plan activities for the future that meet the needs and interests of all children fully.

Practitioners promote the children's spiritual, moral, social and cultural skills well. They organise interesting activities for the children that encourage them to show curiosity and to appreciate the wonders of the world in a variety of contexts. For example, they plant flowers and observe their growth, and go on nature walks in the

local area. They celebrate diversity well by providing opportunities for the children to play with a range of appropriate resources, and by studying festivals such as the Chinese New Year. They also promote children's awareness of Welsh traditions and celebrations effectively by providing appropriate activities for them such as making cards to celebrate St Dwynwen's Day and flags for St David's Day.

### **Environment: Good**

The quality of the learning environment is good and provides valuable and challenging opportunities for the children both indoors and outdoors. Practitioners organise the indoor environment purposefully to ensure that the areas are interesting, motivating and provide good experiences for the children. The room is split into a number of enticing areas that spark the children's imagination and appeal to their interests. As a result, the children have areas where they can develop creatively, rest and socialise with each other. The play environment is comfortable and relaxing with plenty of room for children to move about freely. The setting has a number of eye-catching displays, that celebrate the children's work successfully. This purposefully promotes a sense of self-respect and self-value amongst the children. For example, one display celebrates the pictures that the children took of themselves using the digital camera. The outdoor area offers opportunities for children to spend time using and experimenting with a variety of resources in a purposeful, motivating and newly developed environment.

The leader and practitioners ensure that the setting is tidy, clean and appealing. The furniture, equipment, toys and resources are of good quality and are stored at a level suitable for the children in order to promote their independence. For example, there are daily and weekly arrangements in place for cleaning the toys, resources and equipment. Practitioners ensure that the children are safe by implementing a range of clear and comprehensive policies. There are risk assessments in place including ones that are held on a daily basis in order to ensure that everything is ready before the children arrive. Staff numbers exceed the expectations within the regulations and the children are therefore supervised very well. Visitors cannot enter any part of the setting unless admitted by practitioners.

All members of staff ensure that the eating facilities are suitable for the age of the children. They ensure that the toilets and nappy changing facilities are clean and in compliance with hygiene requirements. Children are given the opportunity to go to the toilet and use the hand-washing basins independently. The furniture, equipment, toys and resources are of good quality and are maintained efficiently.

### **Leadership and management: Good**

The leader and the management committee have a clear vision. This is based on ensuring that practitioners provide a good standard of care in Welsh to the children, with a focus on learning through play and encouraging each child's curiosity and independence. They communicate this vision successfully. They ensure that practitioners work together to realise this vision within a happy and safe environment. The statement of purpose is clear and provides parents / carers with sufficient information to make the correct choice with regard to their children's care.

The leaders respect and appreciate the work of all practitioners. They consider their opinions, provide effective support and give them opportunities for professional development. This enables them to do their best for the children in accordance with the vision. Practitioners have relevant qualifications and relevant experience of working with young children and their roles and responsibilities are clear. The adult to children ratios are good and there are suitable contingency plans in case the leader or one of the practitioners is absent.

The management committee has a number of new members. The committee is supportive and listen sensibly to suggestions made by the leader and officers from external agencies, including the local authority's advisory teacher. The management committee has suitable procedures to evaluate the work of the setting and takes appropriate action to correctly identify strengths and areas for improvement. For example, they have developed the outdoor area well to develop children's skills successfully. However, the monitoring practices for evaluating the leadership procedures are not well-established and consistent.

The leader uses the budget and grants effectively and prioritises expenditure against priorities wisely. This ensures that all practitioners benefit from appropriate training. For example, funding useful resources, such as a canopy and the mud kitchen, promotes exciting and valuable experiences for the children.

The leader works successfully with a range of partners to improve children's health, learning and well-being. These include, amongst others, the local primary school, officers from the local authority and their support organisation. The leader has developed a very strong relationship with parents and carers. When children start at the setting, the practitioners contact parents and carers to find out about the children's needs and interests. Consequently, they can provide for their interests successfully. The setting shares important information regularly with parents and carers about its policies and procedures. It does this through informal daily chats as and when needed, and a closed group on social media.



## 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](http://www.estyn.gov.wales))

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

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