



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales



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

A report on

**Meithrinfa Cae'r Ffair
2 Church Street
Gorslas
Llanelli
SA14 7NF**

Date of inspection: February 2016

by

Care and Social Services Inspectorate Wales (CSSIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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Publication date: 28/04/2016

About the setting

Name of setting	Meithrinfa Cae'r Ffair Limited
Category of care provided	Full Day Care
Registered Person(s)	N/A
Responsible Individual (if applicable)	Sharon James
Person in charge	Sharon James, Charlette Richards and Ceri Davies.
Number of places	39
Age range of children	0 to 11 years
Number of children funded for education	16
Opening days / times	8:00am to 6:00pm
Language of the setting	Welsh
Date of previous CSSIW inspection	28 August 2014
Date of previous Estyn inspection	14 May 2012
Dates of this inspection visit(s):	23 and 24 February 2016
Additional information	
<p>Meithrinfa Cae'r Ffair Ltd is a Welsh-medium setting. Currently, 16 children receive early years funding. Most children speak Welsh as their main language. No children with additional learning needs attended the setting at the time of the inspection.</p>	

Report summary

Theme	Judgement
Wellbeing	Good
Learning	Excellent
Care and development	Good
Teaching and assessment	Excellent
Environment	Good
Leadership and management	Excellent

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that practitioners promote children's independence during meal times.

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendation. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Wellbeing

Good

Nearly all children speak or express themselves clearly and make good choices and decisions about where to play and what to play with. Almost all children make suggestions to what they want to learn during the planning stage of the theme for the term. These ideas are recorded on a mind map. They know that practitioners will act on their wishes and meet their needs appropriately. For example, if a child seeks attention by stretching out their arms, a practitioner instantly cuddles the child.

Nearly all children are confident and interact well with each other and the practitioners. Most children express their preferences confidently; for example, one child played with cars, as she did not wish to join in with a dance session.

Nearly all children arrive at the setting happy and settle quickly. They form positive attachments to their keyworkers and other children. They are relaxed, settled and comfortable. Most children are content and express their enjoyment through smiles and laughter. Any unsettled children are comforted quickly and settle into the daily routine with ease.

Almost all children behave exceptionally well. They take their turn and help each other when appropriate. They respect their peers and adults, and share and take good care of resources. Almost all older children understand the difference between right and wrong and say 'thank you' when appropriate. Most older children share, play co-operatively and are beginning to show concern for their friends. For example, one child impulsively cuddles another child during a musical session and asks 'are you okay?'

Almost all children enjoy their play and learning activities such as playing with dough to make interesting shapes. They are enthusiastic and concentrate well on their tasks. They are engaged, interested and excited when learning new skills, persevere at their tasks and respond well to encouragement by practitioners. For example, with encouragement they work together to care for the setting's pet animals. Almost all gain a sense of achievement from succeeding in what they do. Nearly all children have good self-help skills and are becoming independent learners. They wash their hands with limited assistance and older children independently eat their meals. They easily access and choose resources available to them as these are stored at low level to promote children's independence and self-esteem. However, children do not always develop their independent skills well enough during meal times, for example spreading butter on their toast. During indoor and outdoor play, almost all children make good use of the resources available and move freely from one activity to another.

Learning (only applies to funded children)

Excellent

Almost all the children make excellent progress in their learning during their time at Cae'r Ffair.

The listening skills of almost all children are developing very well. Many children that are more able have excellent literacy skills. Almost all of the older children listen attentively to each other and adults. They enjoy listening to stories based on their termly theme and respond confidently to questions and challenges. Almost all make good progress in their speaking skills. They make themselves understood and are increasingly confident when speaking to each other and adults, for example when talking about their recent visit to a local farm.

Most children's early writing skills develop progressively as they move through the setting. Almost all understand the purpose of writing and demonstrate a good control of a variety of tools to develop their early writing skills. Most make shopping lists in the class shop and enjoy writing on the mark-making table and in the sand tray, or forming letters using craft materials. Most of the older children hold a pencil correctly and write their name independently.

Most children's early reading skills are developing very well. They have a keen interest in books, hold them the right way up and turn the pages confidently, relating the stories based on the illustrations. Many talk confidently about their favourite books, and explain why they like them.

Children's numeracy skills are developing exceptionally well. Most children have an increasing awareness of number. They are able to count objects confidently to at least 10, and perform simple addition in real situations, for example when adding the number of milk bottles with green tops to those with blue tops. Most are beginning to understand the concept of one-to-one correspondence. In the class shop, many use coins with increasing confidence to buy various items on their shopping lists. They work out how many coins they need to buy certain items, and understand that when they have spent all their money they cannot buy any more. Most children can order objects according to size and sort items according to specified criteria, such as colour or shape. Most can name simple two-dimensional shapes correctly in Welsh and almost all know their colours.

Most children use information and communication technology (ICT) confidently during adult-directed, focused and enhanced activities. For example, they programme a toy to move from object to object on a board, and take digital photographs of each other such as when making pretend sandwiches. Many develop good fine motor skills when typing their names and drawing pictures on the class computer.

Most pupils have very good creative skills. They paint recognisable images of animals independently, such as 'Llew the dog', and create interesting daffodil pictures. They happily sing songs and rhymes with expression and enthusiasm.

Almost all the children develop their physical skills well. They enjoy taking part in physical development activities and can move around confidently, such as when pretending to be various animals. They respond well to instructions to move slowly, quickly or quietly.

Almost all children are developing very good personal and social skills. They take their turn and are eager to help each other. Almost all enjoy taking responsibility and helping the practitioners, such as when they take responsibility for being 'Helpwr Bach Cae'r Ffair'. Almost all children behave well.

The problem solving skills of almost all children are developing positively. For example, children work out how many bags they need for their shopping and respond confidently to challenging number problems, such as placing a specific number of toy sheep in a specific field in the toy farm.

Care and development	Good
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The responsible individual ensures that safeguarding has a high priority and promotes children's health and wellbeing very successfully. All practitioners have a good understanding of their role and responsibilities in relation to safeguarding. They implement the setting's policies and procedures appropriately. Practitioners encourage all children to take part in various schemes promoting healthy lifestyles, such as tooth brushing. They implement these schemes very effectively. The setting provides children with healthy snacks, freshly prepared meals and plenty of exercise and fresh air. Hygiene procedures and practices are good and regular hand washing is encouraged. All practitioners have attended safeguarding training and nearly all hold the relevant first aid qualifications.

All practitioners provide very good care and support for children. They praise good behaviour and achievements and offer encouragement positively when children try to do things for themselves. As a result, children's behaviour is exceptionally good. The setting has an effective behaviour policy, which all practitioners implement well. The setting maintains comprehensive records, such as children's contracts and information forms, risk assessments and daily checklists, to ensure that there are high levels of care.

All practitioners know the children very well and have a clear understanding of their individual needs, abilities and preferences. Children received care, which is consistent with their individual routines. For example, at meal times children sleeping have their meals when they awake. This is a strength of the setting. Practitioners provide a nurturing and caring environment where the needs of the children come first. All practitioners support children's development skilfully. They know when to intervene to develop and extend children's play and when to step back to allow children to use their own initiative. For example, a practitioner asks a child who is busy role playing, "do you need milk for the cup of tea?" Practitioners respond well to children's needs and promote their wellbeing and development well. They provide excellent support to develop children's physical, emotional, social and learning needs through dance and song activities; emotion and feeling tasks; and individual, group or child-led play. Practitioners encourage and challenge the more able children to achieve well by providing them with more challenging tasks, such as counting sets of objects and taking some away to encourage their subtraction skills.

Practitioners treat all children with dignity and respect. They are good role models, promoting and prompting the use of good manners. They treat all children as individuals and promote equality very well through various resources, such as books and toys, and through festivals and celebrations.

There are currently no children with additional learning needs at the setting. However, the setting has appropriate policies and procedures to support children with additional needs if the need arises. Practitioners identify children that require

additional support early, and work closely with outside agencies such as health visitor, Educational Psychologist, speech therapist and social services to provide appropriate support and guidance.

Teaching and assessment (only applies to funded children)	Excellent
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The setting provides children with a wide range of valuable and stimulating learning experiences across all areas of learning. Long-term planning is comprehensive and includes interesting themes over a three-year period. As a result, children who remain in the setting for long periods have new experiences regularly rather than repeating activities unnecessarily. Practitioners involve children successfully in the termly planning and record their ideas and suggestions effectively on mind maps. This ensures that they are actively involved in their own learning. Short-term plans have a clear focus on developing children's skills and focus well on the National Literacy and Numeracy Framework.

Practitioners provide children with high quality opportunities to develop their literacy and numeracy skills successfully in all areas of learning, both indoors and outdoors. Examples include listening to stories, exploring in the garden, shopping in the class shop, and cooking in the mud kitchen. Almost all children make excellent progress in developing their early literacy and numeracy skills because of these activities.

The setting makes outstanding use of visits and visitors to enhance and enrich the learning experiences they provide. For example, the police, fire officers, a vet, and local clergy are regular visitors. Children also regularly visit many local places of interest termly, for example Kidwelly Castle when learning about castles, and a local farm when studying animals. Practitioners prepare specific activities for the children during these visits and use them successfully to motivate children to learn when they return to the setting. These activities encourage children to talk freely and enthusiastically about their visits and to explain clearly what they have learned.

There are effective opportunities for children to develop their ICT skills within the daily routines of the setting. For example, children programme a toy correctly to find a favourite animal on a grid.

Children have worthwhile opportunities to learn about the culture and traditions of Wales, such as when studying Welsh castles, and celebrating St. David's Day and St. Dwynwen's Day. Visits to local areas of attraction such as Llyn Llech Owain also enhance their understanding of Welsh history and their knowledge of the local area well.

Practitioners offer a good range of learning opportunities to foster children's spiritual, moral, social and cultural development effectively. As a result, children understand the difference between right and wrong and the importance of being honest, fair and respectful. Practitioners encourage children to develop a sense of curiosity about their own and other people's beliefs through regular opportunities to visit places of worship, such as the local church.

The setting encourages children and parents to recycle a variety of materials. The setting's song, 'Côd Eco Cae'r Ffair', promotes children's understanding of the

importance of sustainability. The setting makes effective provision for teaching children about diversity by celebrating festivals such as Chinese New Year and welcoming visitors from Lesotho. These activities have a positive impact on the children's understanding of sustainability and the world in which they live.

Practitioners create a happy and purposeful learning environment for children. They have a sound understanding of Foundation Phase practice and work together effectively to ensure that they provide children with excellent experiences in the indoor and outdoor environment. They have high expectations of the children and use questioning well to consolidate and extend children's learning.

The setting has effective procedures to assess and record children's progress. Practitioners use assessment information successfully to help plan the next steps for each child. Parents are kept well informed through daily record of activities and formal written reports.

Environment	Good
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The learning environment is of good quality and impacts positively upon children's wellbeing and learning. Both the indoor and outdoor areas provide worthwhile opportunities for children to flourish through providing a valuable range of learning opportunities. The layout of the premises promotes children's independence well and encourages them to learn and develop holistically.

Children are well cared for in a suitable and safe environment. Practitioners ensure that the premises are safe, warm and secure. There are good security arrangements in place that ensure that no one can enter the premises unannounced. Practitioners are alert when children are leaving to ensure that they do not leave unaccompanied. Risk assessments are thorough and daily checklists are completed and reviewed regularly. The deployment of practitioners is effective and they closely supervise children during all activities to ensure their safety. Practitioners undertake regular fire drills and are knowledgeable about what to do to ensure the safety of children in the event of an emergency. Practitioners take effective action where they anticipate that children may hurt themselves by falling over or tripping over play apparatus.

Practitioners ensure that the play environment is child friendly, inviting and suitable for purpose. They make certain that the standard of maintenance and cleanliness is at a high level. Each play area promotes children's self-help skills; for example, coats and bags are stored at a low level to allow older children to put their coats on themselves. There are displays throughout the accommodation promoting children's sense of belonging and their achievements. Children proudly look at their artwork on display and older children are eager to talk about what they do. The environment is spacious, and the layout and design strongly promote children's independence and foster curiosity. The practitioners successfully implement the ethos of the Foundation Phase with the creation of areas to play and learn, which most children utilise very well. The layout also provides enough space for children to play alone, with their friends or as part of a larger group, for example, during circle time when most older children sit together. The well-resourced and attractive play areas encourage children to play happily and promote their all-round development. Children needing a quiet space to rest are able to do so and cots are available for babies to sleep. Ground floor toilet facilities provide children with easy access for hand washing and toileting.

All children have access to an extensive range of age and developmentally appropriate toys and resources for both indoor and outdoor play. The outdoor area is interesting and easily accessible, and it encourages active learning such as messy play and physical activities well. Nearly all resources are clean and well maintained.

Leadership and management	Excellent
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The responsible individual has a very clear vision for the setting, which focuses successfully on providing high standards of care and education for the children. Senior practitioners support her effectively, and together they communicate this vision clearly to all practitioners. There is a clear sense of purpose and teamwork that promotes and sustains improvements well. The responsible individual is successful in establishing a positive ethos whereby children and staff feel valued. She has exceptionally high expectations of herself and her staff, and encourages and challenges all practitioners to do their best for the benefit of the children.

The setting has clear aims and policies that focus well on meeting children's needs. All practitioners implement these successfully. As a result, children are safe and happy, and they make very good progress during their time in the setting. The responsible individual ensures that the setting complies with regulations and regularly exceeds the national minimum standards. The statement of purpose is informative and provides a clear picture of what the setting provides.

Self-evaluation is regular and effective and involves all practitioners. Practitioners reflect honestly on the quality of their own practice and the work of the responsible individual. The setting uses a good range of evidence to identify its strengths and areas for development. For example, it uses the outcomes from appraisal meetings, the analyses of class observations and the views of parents, carers and the advisory teacher from the local authority. Leaders have a good record of accomplishment in using information from self-evaluation to make lasting improvements such as improving the provision for developing children's literacy skills. There is a clear link between the outcomes of the self-evaluation and the targets for improvement in the setting's development plan. The targets in the development plan are appropriate and focus well on continuing to improve children's standards in key areas such as numeracy, and problem solving. Leaders evaluate previous plans effectively, and as a result the setting continues to improve outcomes for children.

The responsible individual ensures that staff recruitment is safe. She deploys practitioners effectively to meet the needs of the children. The setting meets and maintains the required ratio of adults to children and has a robust contingency plan to cover absence and illness. Practitioners have up-to-date job descriptions and understand their responsibilities clearly. The responsible individual delegates responsibilities well and is an outstanding role model. She is visible and supportive of the setting and its practitioners and works amongst them effectively, regularly modelling teaching methods to improve their practice. Practitioners appreciate this support and guidance and are fully committed to doing their best. All practitioners have a good understanding of child development and are suitably qualified.

The setting places high importance on developing practitioners professionally. Leaders use information from regular staff supervisions and appraisals to support this

process well. Practitioners attend relevant training courses regularly to develop their knowledge and skills further and are keen to share their expertise with each other. This is a strong feature of the setting's work and contributes very well to maintaining effective teamwork, high staff moral and raising the standard of care, wellbeing and learning.

The setting has very strong and long-lasting partnerships with parents, the local community, and local agencies. These have a positive effect on children's interest and enthusiasm for learning and their wellbeing.

Partnerships with parents are outstanding. Communication between parents and the setting is very good. For example, the setting provides parents with a welcome pack when their child starts. This is detailed and impacts positively on the smooth transition from home into the setting. Practitioners keep parents fully informed about the setting's themes and events by means of newsletters, social media and the parents' notice board. They take full advantage in sharing information with the parents at drop off and collection times and by completing a daily diary for younger children. This ensures that the parents understand what their child is learning and practitioners have a clear understanding of each child's individual needs or concerns. When children transfer into school, the setting provides parents with a compact disk of photographs and video clips of their child's time in the setting. This provides a useful developmental record for the parents and strengthens the sense of community. The setting works effectively with local organisations, for example by organising training for parents about how they can support their children's developing literacy and numeracy skills.

There are valuable links with the local community, which include regular educational visits to the local school, village shops, the dentist, optician and the parks. These activities enrich children's learning experiences, impact on standards and instil in them a sense of respect for their community. For example, the setting regularly takes part in the local carnival, which provides worthwhile opportunities for children to develop their personal and social skills.

Appendix 1

Responses to parent questionnaires

denotes benchmark – denotes N/A.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	28	27 96%	1 4%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		0%	0%	0%	0%		
My child likes this setting.	28	24 86%	4 14%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		0%	0%	0%	0%		
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	28	24 86%	4 14%	0 0%	0 0%	0	Derbyniais wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		0%	0%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	28	26 93%	2 7%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		0%	0%	0%	0%		
My child has a keyworker who ensures that his or her needs are met.	24	16 67%	8 33%	0 0%	0 0%	4	Mae gweithiwr allweddol gan fy mhlentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		0%	0%	0%	0%		
My child is making good progress at the setting.	27	23 85%	4 15%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		0%	0%	0%	0%		
Children behave well in the setting.	27	23 85%	4 15%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		0%	0%	0%	0%		
Care is good.	28	26 93%	2 7%	0 0%	0 0%	0	Mae'r gofal yn dda.
		0%	0%	0%	0%		
Teaching is good.	27	24 89%	3 11%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		0%	0%	0%	0%		
Staff treat all children fairly and with respect.	27	26 96%	1 4%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		0%	0%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	27	24 89%	3 11%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		0%	0%	0%	0%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	28	27 96%	1 4%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	26	23 88%	3 12%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		0%	0%	0%	0%		
I am kept well informed about my child's progress.	28	22 79%	5 18%	0 0%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		0%	0%	0%	0%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	28	25 89%	3 11%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		0%	0%	0%	0%		
I understand the setting's procedure for dealing with complaints.	27	19 70%	8 30%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		0%	0%	0%	0%		
My child is well prepared for moving on to school.	27	24 89%	3 11%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		0%	0%	0%	0%		
There is a good range of activities including trips or visits.	27	22 81%	5 19%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		0%	0%	0%	0%		
The setting is well run.	27	25 93%	2 7%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		0%	0%	0%	0%		

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.wales) (www.cssiw.org.uk)

Appendix 3

Glossary

Additional learning needs (ALN)	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none">• personal and social development, wellbeing and cultural diversity• language, literacy and communications skills• mathematical development• Welsh language development• knowledge and understanding of the world• physical development• creative development
Care Council for Wales	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
Foundation Phase	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
Flying Start	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
Funded non-maintained settings	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
Key person or key worker system	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

Leaders	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> • Registered person – the person who is registered by CSSIW to provide the service; this may be an individual or an organisation • Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf • Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service
Practitioners	All persons working directly with children in a setting
Safeguarding	Statutory duty to keep children safe and promote their wellbeing