



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

A report on

**Cwm Elai Partnership
Martin Crescent
Tonyrefail
Porth
Rhondda Cynon Taf
CF39 8NT**

Date of inspection: January 2020

by

Care Inspectorate Wales (CIW)

and

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

About Cwm Elai Partnership

Name of setting	Cwm Elai Partnership
Category of care provided	Sessional Care
Registered person(s)	
Responsible individual (if applicable)	Angharad Spooner
Person in charge	Angharad Spooner
Number of places	24
Age range of children	2–5 years
Number of children funded for up to two terms	2
Number of children funded for up to five terms	2
Opening days / times	Monday to Friday 9:00am to 12:00pm
Flying Start service	Yes
Language of the setting	Welsh and English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	The provision is working towards providing the Welsh language 'active offer'
Date of previous CIW inspection	First inspection after new registration
Date of previous Estyn inspection	30/11/2010

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Dates of this inspection visit(s)	28/01/2020
<p>Additional information</p> <p>The setting is adjacent to the school premises. English is the main language spoken at home by of almost all children.</p>	

Summary

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

Non-compliance

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

Recommendations

R1 Give children a stronger voice in planning

R2 Ensure practitioners maximise every opportunity to develop children's Welsh language oral skills

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to the provision for celebrating multiculturalism and Welshness, for disseminated on their websites.

Main findings

Well-being: Good

Most children express their views clearly and make effective choices and decisions when choosing resources and activities as soon as they arrive at the setting. Most are enthusiastic and industrious, and focus well during sessions. They move confidently from one activity to another. Most children make deliberate decisions, for example deciding to play on their own rather than join in circle time. A few children choose to play at cooking in the play house rather than join in the singing session.

Almost every child appears happy, and is comfortable in the care of practitioners. Most arrive at the setting happily, and look forward to the sessions. A very small number of children are unsure upon leaving their parents, but they are contented with the gentle comfort they get from key workers as they familiarise themselves with the daily routine and new people. As a result, almost every child is aware that practitioners will listen to their wishes and respond sensitively.

Almost every child communicates politely with other children, practitioners and visitors. They cooperate and share resources successfully. They learn how to wait and take turns, and are very patient. Some children are highly engaged in playing with the large attracting magnet. Most are polite and say 'diolch' when appropriate. Many follow instructions effectively and accept practitioners' explanations without question. They understand that they should not run in the play room.

Almost every child enjoys their activities very much, and engages in them confidently. They follow their interests and take great pleasure in the imaginative role-play activities. For example, children enjoy working in the Chinese restaurant, using the till and taking food orders. They enjoy cutting up carrots and fresh green beans, and mixing them with rice to prepare a meal to share.

Most children take pride in their ability to demonstrate their new skills as they experiment with a range of opportunities. They successfully develop their self-help skills when brushing their teeth, and sometimes during snack time. Most are confident and independent, but some depend on adult assistance to pour drinks and choose food. A minority of children depend on practitioners to put on their coats to go to the outdoor play area, which hinders their independence.

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

There is no report on children's learning. This is because there were too few three- or four-year-old children who do not receive funded education elsewhere present at the time of the inspection to report on this without identifying individual children.

Care and development: Excellent

Practitioners follow rigorous and robust systems and procedures to ensure children's health and safety. They have a strong understanding of their responsibilities and,

through daily routines, they provide fantastic opportunities for children to develop and excel. Practitioners implement all of the setting's policies and procedures very confidently. They have high expectations of the children to develop core practices which will have a purposeful impact on their future lives. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners keep detailed records of any concerns, accidents and incidents. This is regularly monitored by the person in charge. Every practitioner receives training in child protection and first aid immediately upon commencing in their role. This reflects particularly well on the diligent care provided at the setting.

Practitioners support children to take part in schemes to promote their health very successfully. They provide healthy and nutritious food at snack time, and hand washing and teeth brushing are an integral part of the daily routines. Children are given opportunities to help themselves to fresh water during sessions. Children are offered valuable regular opportunities to engage in physical exercise, dance and outdoor play. Practitioners support children's understanding of healthy living very effectively.

Practitioners provide exceptionally consistent support to ensure children develop a sound understanding of their emotions. For example, key workers enquire about children's feelings and assess any personal responses during registration time. The setting has robust policies which focus on promoting positive behaviour, and children are given structural support to solve their problems. Key workers work very closely with parents to develop an understanding of their children's needs, and use detailed personal strategies to meet them. Some practitioners have useful experience and qualifications for helping children understand their emotions. They help them manage their feelings, make friends and cope with difficult situations in their lives. Children benefit greatly from this approach, which focusses on developing self-esteem, resilience and perseverance.

The setting has very effective procedures to support children with additional needs. Key workers assess every child's speech and communication as soon as they start at the setting. They arrange suitable provision for every child with difficulties. They collaborate extremely well with external agencies as needed, for example by accepting advice from Flying Start staff and health professionals.

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

Practitioners play an active role in providing a range of stimulating experiences across all foundation phase learning areas. They ensure that there is a purposeful balance between adult-led activities and those chosen by children, both indoors and outdoors. The curriculum is greatly enriched by making worthwhile use of bespoke outings, for example an outing to the pet shop. However, practitioners do not take children's views into account adequately in planning.

One of the setting's strengths is the way practitioners work together successfully as a team and provide children with beneficial opportunities to learn through play. This ensures everyone understands their responsibilities in implementing plans effectively. Practitioners plan beneficial opportunities to develop children's literacy, numeracy

and information and communication technology (ICT) skills consistently across learning areas. For example, children listen and follow simple instructions well, and they join in number songs regularly. Children are given beneficial opportunities to sort materials by skilfully using a hand-held metal detector.

Practitioners have a lovely working relationship with children, which allows them to develop in a caring and supportive environment. Practitioners manage children's behaviour sensitively and robustly, and use positive language in handling daily interactions. The duty-sharing system allows staff to acquire detailed knowledge of a small group of children in a short period of time, to understand their needs well and to manage children's behaviour positively. On the whole, practitioners model language appropriately and make suitable use of a new scheme to introduce language patterns and improve children's language patterns. However, they do not always take the opportunity to encourage children to repeat and practise Welsh vocabulary and phrases systematically.

Practitioners provide children with valuable opportunities to develop their awareness of Welsh culture and traditions. Some effective examples of this include promoting children's awareness of local Welsh heroes and celebrating St David's Day.

There is good provision for children's spiritual, moral, social and cultural development. For example, practitioners provide children with beneficial opportunities to care for chicks hatched from eggs, to plant bulbs and to grow vegetables in the outdoor area. They develop children's awareness of multiculturalism very well by engaging in a number of celebrations such as Vaisakhi, Diwali and Chinese New Year.

There are detailed procedures for assessing and recording children's achievements in line with the child's profile. Practitioners make effective use of information from observations and assessments to plan the next steps in children's learning consistently. In addition, practitioners share children's progress with their parents on a regular basis.

Environment: Excellent

The environment is of a very high quality, and provides children with valuable and challenging opportunities. Practitioners organise learning areas very well to stimulate children to be adventurous and creative learners. They provide quiet areas, areas for role play, and facilities to allow children to investigate and use their imagination. For example, a small group of children speak enthusiastically and exuberantly about the 'colourful snakes' they make with wet pasta. Children benefit from a very rich environment containing resources such as a light box, where children use 'liquid chalk' to make colourful patterns. The outdoor area provides children with excellent opportunities to spend time outdoors riding bikes, climbing and engaging in physical play. Children are given excellent opportunities to experiment in the mud kitchen and to grow and harvest vegetables to eat.

Practitioners organise the environment to focus on using natural and interesting resources, and minimise the use of plastic. The setting places a very strong emphasis on recycling, and makes imaginative use of rubbish to create interesting

models and displays. The arrangement of the environment promotes investigation and curiosity. For example, children show a great interest in using an old typewriter. The setting provides an environment where children can experiment with resources and devise imaginative activities using a range of resources. One of the environment's strengths is the emphasis on nurturing children to think independently and develop problem-solving skills.

Leaders give priority to assessing every risk relating to the outdoor and indoor areas on a daily basis, and follow detailed and effective policies. Practitioners use check lists successfully to prevent any hazards. Safety arrangements are established and very effective. Visitors are not permitted to enter unless a staff member verifies their identity and asks them to sign the appropriate book. Practitioners keep a register of every child which includes time of arrival and departure. Staff numbers usually exceed those expected by regulations, and as a result children are supervised very effectively.

The setting is clean and very inviting. Practitioners follow rigorous hygiene procedures and conduct an infection control audit on a monthly basis. The person in charge addresses any issues in a timely manner. Furniture, equipment, toys and resources are of a high quality and are very well maintained. Children's independence is promoted particularly effectively, for example by encouraging most children to use the toilet independently. There are several hand basins at an appropriate level for them to wash their hands.

The environment helps children develop excellent knowledge of the world and an understanding of the lives and experiences of different people. Excellent resources allow practitioners to place a strong emphasis on celebrating a wide variety of holidays and practices seen around the world. The theme of the month celebrates aspects of Chinese life. For example, children have Chinese food at snack time and use chop sticks, paint dragons and listen to Chinese music.

Leadership and management: Good

Leaders have a clear and strong vision for the setting and practitioners, and convey their expectations robustly. The vision is based on providing high standard bilingual care and education which promotes children's use of Welsh. The setting's statement of purpose is comprehensive and includes all the required information.

Leaders make thorough use of self-evaluation procedures to identify the setting's strengths in relation to children's standards, provision and leadership, as well as areas for improvement. Leaders and practitioners focus well on children's needs and the setting achieves this well on a practical level.

Leaders set clear priorities to improve the provision for the benefit of the children. Staff input is respected by leaders, as is input from children and their parents. This contributes to a familiar and industrious ethos where practitioners feel valued. Leaders and practitioners are prepared to act on any ideas, advice and guidance to maintain and improve the quality of the provision. The setting focuses on using natural resources and encourages children to use them creatively, for example encouraging children to make farm animals out of dough.

There are robust procedures in place to appoint and support staff. Leaders ensure practitioners have qualifications which are fit for purpose to fulfil their roles and support children's needs effectively. Leaders appraise practitioners' work on an annual basis, record their performance and discuss how to improve their skills in terms of their continuing development. These procedures provide improvements and have a dedicated impact on children's learning and well-being. Key practitioners make detailed assessments of every child's language, understanding and communication when they begin attending the setting.

The setting has good links with parents. Parents value the open-door policy and the daily opportunities to speak with practitioners when they drop their children off at the setting. Practitioners inform parents about their children's progress on a regular basis by giving them an information sheet every half term as well as meeting with them to discuss a report organised under the six learning areas at the end of the year.

The setting makes beneficial use of opportunities to collaborate closely with a range of partnerships including parents, the school, Flying Start, the local authority teacher and Mudiad Meithrin. These effective links contribute beneficially to developing children's skills and enriching the provision.

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

This document has been translated by Prysg Cyf (Welsh to English).

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