



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

A report on
Cylch Meithrin Carwe
Ysgol Gynradd Carwe
Carway
Kidwelly
Llanelli
Carmarthenshire
SA17 4HE

Date of inspection: June 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Carwe

Name of setting	Cylch Meithrin Carwe
Category of care provided	Full day care
Registered person(s)	Tracey James
Responsible individual (if applicable)	
Person in charge	Tracey James and Elsbeth Williams
Number of places	30
Age range of children	2 - 3 years old
Number of children funded for up to two terms	9
Number of children funded for up to five terms	9
Opening days / times	Monday to Thursday from 8:00 – 17:00 Friday from 8:00 – 15:45
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is working towards providing the Welsh language “active offer” and plans to become a bilingual service or is making a significant effort to promote the Welsh language and culture.
Date of previous CIW inspection	17 th February 2021
Date of previous Estyn inspection	14 th July 2016
Dates of this inspection visit(s)	14/06/2022

Non-compliance

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

Recommendations

R1 Strengthen children's oral skills

R2 Formalise performance management processes

What happens next

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

Main findings

Well-being:

Nearly all children make purposeful choices and decisions about their play and learning. For example, most express eagerly where they would like to play and choose to either go outside or stay indoors. They are happy to choose resources and play together well, for example when choosing suitable clothes for the dolls when imitating the role of a carer.

Nearly all children make independent choices about their activities and with whom to play. They make relevant choices by pursuing their interests. Nearly all start activities independently and without encouragement from practitioners, for example when using the outside tap to full the water tub. Nearly all are keen to play with their peers and give each other instructions when travelling down the path quickly on the bicycle. Nearly all children respect others and are sensitive to the feelings of others, particularly when taking turns or waiting to use a specific toy.

Nearly all children feel very at home and relax completely while playing. They are completely familiar with the daily routines and settle quickly on arrival. They separate from their parents or carers without any problems and smile when they arrive at and leave the setting. Nearly all listen well to instructions. For example, they stop their activities without fuss when practitioners ask them to tidy up. The children form a positive relationship with practitioners and their peers. They are completely comfortable approaching a practitioner and know that they will listen to them and support them, for example when getting their drink or going to the toilet.

Nearly all children enjoy taking part in a wide range of interesting activities that stimulate them and keep them busy. They behave well and share resources regularly. Nearly all are keen to undertake the activities that are available and are confident to change the direction of the activity to what interests them; for example, they draw in the shaving foam instead of using the foam as cement for the building bricks. They are comfortable moving from one activity to the next and persevere and concentrate well for long periods.

Nearly all children are enthusiastic when learning new skills and experiment with a variety of interesting play opportunities successfully. Most children are very independent. For example, they choose their fruit enthusiastically and place it in a bowl during snack time. Most children wash and dry their hands independently without encouragement from practitioners, before eating their lunch and snack. The very few who ask for support are encouraged to try themselves first to improve their independent skills.

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

Most children play together purposefully and make good progress from their starting points during their time at the setting. As a result, most children develop their literacy, numeracy and problem-solving skills and physical development purposefully, which has a successful effect on their learning and cognitive skills.

Nearly all children listen attentively to instructions and act on them productively. For example, they persevere diligently when building castle walls with sponge bricks and shaving foam cement. Many try to communicate clearly when responding to stories, expressing feelings and sharing ideas. For example, they name and describe the clothes when dressing dolls and make sensible decisions about which clothes are most suitable for which doll. A minority of children use Welsh words and phrases meaningfully. However, a majority of children do not use Welsh independently or consistently enough.

Many children handle books confidently and most enjoy listening to stories and respond to them with interest. For example, children enjoy retelling the story of 'Dicw' and sharing his hiding places. Many make marks purposefully with different media, such as chalk and paint, and they trace patterns neatly on electronic tablets. As a result, they enjoy their early writing experiences and explain the purpose of their writing meaningfully.

Many children develop good mathematical skills and use simple mathematical language with help in their play. For example, they draw different 2D shapes in the sand and compare the size of dinosaurs by using mathematical language such as '*bach*' ('small') and '*mawr*' ('big'). Many have a sound understanding of numbers and count objects to 5 confidently, with a minority reciting numbers over 20 well. Many children also choose relevant equipment and materials when experimenting and problem-solving. For example, they discover how many spades of sand are needed to fill different sized buckets and solve how to get a wheel to move more quickly by using sand.

On the whole, many children's information and communication technology (ICT) skills are developing appropriately. They use a metal detector suitably to find different materials independently in the outdoor mud area. They use purposeful apps appropriately to scan a QR code to listen to stories and songs.

Nearly all children experiment and play with percussion instruments confidently, enjoy singing familiar songs and join in enthusiastically with dances. Most develop their physical skills very well through a range of interesting activities both indoors and outdoors. Good examples of this are by scrambling up and down a slope on balance bikes and by moulding, squashing and stretching playdough to make 'insects'.

Care and development:

Practitioners understand their roles well and follow procedures effectively to keep children safe and healthy. All practitioners have received training and child safeguarding and are confident about what action to take should they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have up to date first aid certificates. They ensure that accident records, with all relevant details, are completed in detail and are shared with parents and carers.

Practitioners have a clear understanding of children's individual wishes and needs. They develop an effective, warm and natural relationship with the children. They gather useful information about the children from parents and carers before they start at the setting. As a result, practitioners know the children very well and have a

thorough understanding of their needs and interests. For example, they respond sensitively to a child who has just started at the setting by providing opportunities for them to relax with what makes them feel comfortable.

Practitioners promote children's play, learning and development effectively. They ensure that there are numerous opportunities for children to share equipment while they play indoors and outdoors. Practitioners promote positive behaviour effectively by praising the children orally and visually with stickers. They ensure that they praise the children often, which develops their self-confidence and understanding of respecting each other successfully. They create a very happy environment where children feel safe and are valued. Interaction between practitioners and children is positive and kind and they treat the children with dignity and respect consistently. For example, they are enthusiastic when inspiring the children to respond energetically to activities in the outdoor area.

Practitioners provide effective opportunities for children to develop an understanding of their Welshness and the wider world. They promote and teach how to treat people from all cultures with respect. For example, they celebrate the Chinese New Year, in addition to Diwali and St David's Day. Practitioners are enthusiastic when using the Welsh language consistently in activities and when talking naturally to the children.

Practitioners promote children's health and wellbeing effectively by providing healthy snacks and drinks, which include fresh fruit and water. They follow detailed hygiene procedures, and practices have been incorporated purposefully in the children's daily routines. Practitioners ensure that children spend as much time as possible in the fresh air. As a result, they promote physical activities successfully and provide regular opportunities for children to develop adventurous and skilful attitudes to learning.

Practitioners take advantage proactively of services and partnerships to provide purposeful support for children, including those with additional learning needs. They provide effective provision for children with additional learning needs, which includes purposeful support programmes. They track the progress of these children in relation to the targets in their individual plans and their progress from their starting points.

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

All practitioners work together very effectively and implement an engaging curriculum for the benefit of the children. They have high expectations and, by responding to children's interests, they provide valuable and varied opportunities that engage all children's interest purposefully, such as playing building and with dinosaurs. Practitioners plan a wide range of valuable learning and play experiences both inside and outside the building. A notable example of this is the opportunity to solve problems by using different equipment, such as a spade, a sieve and a metal detector to search for various materials in the soil.

Practitioners supervise the children effectively and are aware of when to join in with play and take advantage of any opportunities to model learning. Practitioners follow observation procedures to assess the children's development effectively and adapt provision appropriately as a result of this information.

All practitioners model spoken language effectively and introduce language patterns, vocabulary and phrases and sing lively nursery rhymes. However, there are not always enough opportunities for children to repeat and overlap language patterns. Practitioners intervene sensibly during activities and question children skilfully, which has a purposeful effect on improving their understanding and skills. For example, they reinforce scientific vocabulary, such as *'arnofio'* ('float') and *'suddo'* ('sink') while playing in the water and mathematical vocabulary such as *'mwyaf'* ('biggest') and *'lleiaf'* ('smallest') when comparing dinosaurs.

The practitioners' consistent practice of encouraging children to use their numeracy skills when counting objects, matching and placing numbers in order and spending pennies to buy products from the shop is effective. Overall, provision to develop children's early ICT skills is developing appropriately. Practitioners plan wisely to develop children's physical and creative skills. For example, they encourage them to perform appropriate movements while singing and to try and experiment with moving in a variety of different ways.

The host of outdoor activities encourage children to take risks, become confident explorers of their environment and to treat living things with care and respect. For example, practitioners encourage children to care for plants in the garden and water them on a daily basis and to transfer minibeasts that they find to the 'Bug Hotel' to keep them safe.

Practitioners plan beneficial experiences to develop children's spiritual, moral, social and cultural skills. They provide effective opportunities for children to learn about celebrating festivals such as the Chinese New Year and Diwali. They also promote children's awareness of Welsh culture successfully, such as St David's Day traditions, the Eisteddfod and the centenary of the Urdd.

During the pandemic, the setting provided virtual meetings for parents and carers to discuss their children's progress. Practitioners provide information about their children's achievements appropriately to parents and carers through social media and orally at the door of the setting.

Environment:

The environment is of a very rich quality and provides valuable opportunities for children both inside and outside the setting. Practitioners organise the environment meaningfully and ensure interesting and stimulating areas that provide excellent experiences for the children. The room is light, attractive and there are purposeful areas for children to develop creatively, rest, eat independently and sit together during circle time. The doors from the main room to the outdoor area are open throughout the session and, as a result, children can choose where to play according to their wishes. The outdoor area provides a vast space and exciting opportunities for children to play and learn in the fresh air.

Indoor and outdoor resources are of a very high quality, are clean and within easy reach, which enables children to make independent choices. There is a variety of resources within the children's reach in all areas, including resources that promote children's awareness of cultural diversity and equal opportunities. For example, there are dolls from different cultures, religious clothing and characters that promote equal

opportunities. Practitioners follow effective procedures to keep the environment and equipment clean and in an appropriate condition. They provide very good opportunities for children to use the toilet and handwashing basins independently.

Practitioners are very aware of safety issues that the need to hold regular fire drills. The site is secure and practitioners ensure that the doors are locked and that there is a record of all visitors. There are appropriate risk assessments in place that identify, reduce and prevent risks to children.

Leaders and practitioners provide a variety of stimulating activities and resources to enrich children's experiences, which develops their skills and knowledge successfully. They are suitable and appropriate to the children's ages and areas include purposeful items that enrich play, for example a frying pan and cooking utensils in the mud kitchen. By displaying and celebrating children's work on the walls in the room, practitioners also create a sense of pride and of belonging among the children, which creates a welcoming ethos for everyone who visits the setting.

Leadership and management:

The person in charge and the well-established management committee have a clear vision that sets a purposeful direction for the setting's procedures. The vision is based on ensuring that a service of a high standard is provided in terms of children's wellbeing, care and learning within a familial, stimulating and happy environment. As a result, the setting's consistent practices and policies focus positively on meeting children's needs.

The person in charge works knowledgeably with the dedicated practitioners to motivate children to improve their work consistently through purposeful teaching and enthusiastic support.

A positive culture of self-evaluation permeates all of the setting's work. Practitioners ensure that full consideration is given to each other's views, and those of parents and carers, children, the local authority and Mudiad Meithrin. They hold regular discussions with all of the setting's community and make valuable use of their contributions to improve provision and children's experiences. As a result, procedures have a positive effect on improving the aspects that need to be developed. For example, they have made purposeful use of social media to share information about children's activities with parents and carers.

Members of the management committee are supportive and listen sensibly to the suggestions of the person in charge and officers from support services to make improvements. The management committee has consistent arrangements to monitor the setting's practices. This gives them a sound understanding of the strengths and areas for improvement. The person in charge and the management committee have suitable recruitment procedures and provide good support for the induction of new practitioners. There are informal processes for supervising and evaluating practitioners work, which lead to appropriate agreed targets. However, these processes have not been formalised robustly enough.

Leaders allocate resources appropriately and ensure that there are enough qualified practitioners. They provide beneficial opportunities for practitioners to attend relevant

training to meet children's needs, for example by ensuring ICT training to improve provision.

Leaders use funding wisely to support setting priorities for improvement and meeting children's needs. For example, recently, by funding improvements to the outdoor area, attractive, good quality resources have been provided that support children's learning and enrich their experiences effectively.

The setting has established a very beneficial partnership with parents. For example, leaders keep parents well-informed about events through a social media website and by discussing children's progress and how they can help with learning at home regularly. There is also a successful partnership between the school and the setting to share expertise and the site intelligently. As a result, there are good arrangements in place to ensure that children transfer to the next stage in their education without difficulty.

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)

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

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