



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

A report on

Caban Kingsland

**Ysgol Gynradd Kingsland
Cyttir Road
Caergybi
Ynys Môn
LL65 2TH**

Date of inspection: February 2023

by

Care Inspectorate Wales (CIW)

and

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

About Caban Kingsland

Name of setting	Caban Kingsland Ltd
Category of care provided	Sessional Day Care (SDC)
Registered person(s)	N/A
Responsible individual (if applicable)	Jane Millican
Person in charge	Jane Millican, Gemma Owen
Number of places	24
Age range of children	2 to 4 years
Number of 3 and 4 year old children	3
Number of children who receive funding for early education	3
Opening days / times	Monday to Friday during term time only 9am to 1pm
Flying start service	No
Language of the setting	Bilingual, Welsh and English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies, and meets the Welsh language and cultural needs of children who use, or may use, the service.
Date of previous CIW inspection	10 January 2017
Date of previous Estyn inspection	First Inspection
Dates of this inspection visit(s)	07/02/2023
Nearly all children come from English speaking homes.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop opportunities for unhindered access to the outdoor learning area

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendation.

CIW and Estyn will invite the setting to prepare a case study on its work in relation to allowing children time to play and learn, and how self-evaluation can be used to develop a provision and support learning, for dissemination on their websites.

Main findings

Well-being:

Nearly all children have a strong voice and make choices and decisions confidently, in this fully inclusive setting. They choose puppets from story sacks, call out or choose a rhyme stone to have their favourite rhymes and song sung during circle time. Nearly all children follow their own interests enthusiastically, choosing toys they are eager to play with, for as long as they like. They make choices as a group to play or listen to a story, which are respected by practitioners. Many children speak and express themselves well. A few children use non-verbal communications to share ideas and to express their feelings such as body language, signing, and through using specially created resources. For example, they control a voice activated train set where they successfully put effort into saying, “go!” and, “stop!”.

Nearly all children settle quickly. Most run into the setting, sit enthusiastically on the mat ready for circle time, and join in with singing familiar songs. Nearly all children form close relationships with practitioners and respond positively to them. Nearly all children interact constructively with each other and with Year 6 pupils visiting the setting weekly from the local school, to form friendships. This helps the children with the transition to school. Nearly all children feel valued and have a sense of belonging. They decide which resources they would like and bring in natural items, such as a fallen branch, to create what becomes their ‘belonging tree’ displaying their photographs.

Nearly all children are beginning to understand their feelings and manage their behaviour well. They behave impeccably, are well mannered and co-operate effectively at tidy up time. They take turns and share when they play, in line with their age and stage of development. They are kind with each other. For example, they fetch reward stickers when they believe practitioners need to praise or comfort their friends.

Nearly all children are happy and motivated, show great interest in their play and learning and therefore flourish. They listen enthusiastically to each other and to practitioners when sharing ideas and are curious learners. They ask questions, look for answers in illustrated books, and try things for themselves. They play imaginatively, for example when filling a bottle with cotton wool to feed a baby doll, fixing a car with toolkits, or sitting in the sea with the sharks and turtles sharing relevant books. Nearly all children persevere and sustain interest in activities of their choosing such as playing with programmable electronic toys. They listen attentively to stories and participate eagerly at circle time. Nearly all children gain a sense of achievement from what they do and are extremely happy in their play.

Nearly all children are developing their skills significantly well. They thrive in an environment where they are confident to have a go at something new. They pour drinks independently at snack time and spread soft cheese onto their pitta bread. They attend to their own basic needs, hanging coats, dressing for outdoor play, using toilet facilities, and washing their hands with minimal support. They develop their independence, confidence and self-esteem through routines and encouragement from practitioners.

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

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

Care and development:

Practitioners are competent and promote personal safety, healthy lifestyles, physical exercise, and well-being effectively. They are appropriately qualified and trained, and consistently provide children with responsive care in a nurturing and caring environment. Practitioners promote healthy eating by sharing policies with parents and reviewing menus with the food and nutrition team at Betsi Cadwaladr Health Board. They ensure that children routinely brush their teeth at the start of each session. Practitioners keep records of accidents, incidents, fire drills and fridge temperatures, which are thorough and evaluated to find better ways of doing things. Practitioners understand their specialist roles in safeguarding children and supporting those with medical conditions. They have a clear understanding of how children grow and develop, and the setting's arrangements for safeguarding children meet requirements and are not a cause for concern. They maintain a clean environment to minimise cross infections. The practitioner to child ratios are consistently above those required and children are supervised appropriately when playing and eating. All practitioners have paediatric first aid qualifications and safeguarding training.

Practitioners treat children with dignity and respect and manage interactions sensitively according to children's individual needs. They work in line with the setting's behaviour management policy and are consistent in their approach. They promote positive behaviour approaches, are kind, give regular praise and explain well to children why they must share. As a result, nearly all children's behaviour and attitudes are impeccable. Practitioners, and older children who visit the setting, are positive role models.

Practitioners promote children's physical, emotional, social, and cognitive development exceptionally well, and have a positive approach to the new curriculum for Wales. They are inclusive and know how to identify and use teaching moments to enhance children's learning. Practitioners share responsibilities and key worker roles to plan responsively for children's next steps, recording observations and their WoW! moments in learning journeys and treasure books. However, parents are not always aware of the involvement of key workers with their child. Practitioners ensure that children have opportunities that promote curiosity and allow them to follow their favoured play, such as loading pasta onto a train turntable and watching it spin, or dancing to music to promote social interactions. Practitioners are fully aware of the Additional Learning Needs (ALN) Code and procedures. They provide additional support when needed and offer opportunities to ensure that children are fully integrated during sessions. They work closely and diligently with parents, carers, all relevant agencies and specialist services to ensure the best outcomes for children. They use resources such as books, dolls, and items in their curiosity shop successfully to promote and encourage children to form relationships with others and show respect and tolerance for people from all cultural backgrounds.

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

Leaders and practitioners provide a highly effective range of stimulating learning opportunities for the children. They ensure that children have access to every learning experience and encourage them to develop a broad range of skills across all areas of the provision.

Practitioners provide a wide range of resources that encourage the children to engage with aspects of numeracy and literacy. They provide interesting books in all areas of the provision. For example, a book about toolkits is well used by children when they play in the building area. There is a broad range of numeracy resources across all areas of the setting, such as a till and scales in the shop, which the children use imaginatively. Practitioners provide opportunities for children to develop their fine motor skills as they play with a broad range of different small resources that are both stimulating and colourful.

Practitioners immediately make children feel welcome when they arrive, and the exciting array of opportunities made available to them ensure that children are instantly engaged with the exciting games, toys and resources set out for them. They access any aspect of the provision that appeals to them and, following an initial circle time activity, which allows everyone to settle, they play with resources that interest them.

Practitioners provide an appropriate range of activities for children to develop their skills outdoors. They support children to plant seeds, seeing how they grow and creating a dinosaur world of their own. They encourage children to develop physical skills through riding different bikes and develop balance and co-ordination on the see-saw. Practitioners take the children to a nearby natural area where they learn about their natural environment. However, they do not currently provide the children with unhindered access to the outdoors.

Practitioners use a range of familiar Welsh phrases when communicating with children and as a result their understanding of the language is developing well. The setting celebrates the culture of Wales through activities such as learning about Santes Dwynwen and explain to children about her links with Anglesey. Practitioners and children take part in the annual St David's Day parade through the town of Holyhead. The setting provides a broad range of dolls and resources from different cultures that celebrate festivals such as Diwali and Eid and practitioners encourage children to appreciate diversity.

The setting has embraced the curriculum for Wales and practitioners have developed a highly effective approach to responsive planning. They have struck an excellent balance of allowing the children to make their own decisions about where and with what they would like to play, alongside their own plans and knowledge about what skills different children need to develop. This is particularly important and effective for children who may be experiencing challenges to their learning. This balance of open access free play, combined with a wonderful range of resources, and the practitioners' skills in knowing when to intervene and when not to intervene, is highly effective. Their whole approach is based upon developing every child as an

individual. This allows the children to develop their confidence, resilience, and self-esteem effectively.

Practitioners ask probing questions, adapting them according to the needs of different children, for example when counting the blocks onto the back of the truck on the building site. They observe the children's progress and show a real depth of knowledge about their development, and how they can best support everyone. They encourage children to make decisions for themselves.

The setting has introduced an effective assessment procedure, which they use to highlight progress and consider potential next steps in a child's learning. Every practitioner is encouraged to contribute, as they understand that everyone's contribution is equally valuable. This may refer to different skills, confidence, and interaction with other children and with adults. Practitioners review and update the information regularly.

Environment:

Leaders ensure that the environment is safe. Visitors are asked to sign in, show identification and follow ongoing procedures to protect those at the setting at risk of cross infection due to COVID-19. Leaders use cleaning rotas and daily health and safety checklists to make sure that practitioners fulfil their responsibility to ensure that all areas are meticulously clean, safe and well ventilated. Hand sanitising stations are situated throughout the cabin, and outdoors, for practitioners, parents and visitors to use to ensure good levels of hygiene. Children routinely and effectively wash their hands throughout the session. Risk assessments are in place for the premises, activities, outings and fire safety, all of which are regularly reviewed. Evaluations of fire drills are well documented and contain honest evaluations of how situations are dealt with. For example, they state how children are upset because they leave things behind, and how practitioners use stories and relate the drills to children's home environments. Practitioners are developing the secure outdoor play area, and opportunities for children to take risks in their learning safely. Children currently access the school field and adjoining nature areas and walkways safely.

Leaders ensure that the premises and outdoor play areas are very well maintained, suitable, welcoming and friendly, and that they provide a rich environment for play and learning. There is sufficient space and facilities to meet the needs of children, allowing them to explore and play freely. Leaders provide enough floor space for children to have an indoor garden, and a large sit-in car indoors, which provides them with the opportunity to turn it upside down and repair. The layout of the purpose-built cabin promotes children's independence as they access all learning areas and toilet facilities independently. Leaders have ensured that children can play safely when outdoors by providing a secure play area. A ramp is available for all to access the cabin and outdoor play area. There are suitable facilities for practitioners to have confidential conversations in an office, and a kitchen where snacks can be prepared safely.

Leaders ensure that resources and equipment are of a high quality and purchase new items regularly to ensure that children's needs are met. Resources such as books to promote curiosity in relation to multicultural differences, children's feelings, puppets and a wide selection of real-life dolls benefit children tremendously.

Photobooks are produced professionally and shared with children to encourage them to tell others about their previous experiences. An abundance of appropriate resources is used imaginatively. For example, a record player is used by a child taking on the role of a disc jockey to create a 'disco', and to create circular drawings when that interests the children. Areas of learning are developed with the children. For example, a large pirate ship with its own sea full of creatures stimulates them effectively. Children are provided with suitably sized furniture, equipment, toys and materials that are appropriate and suitable for their needs. Resources are clean and well maintained and promote cultural awareness and equal opportunities. An abundance of natural and sustainable resources and large and small loose parts are of interest to children. They are available for them to use in the 'curiosity shop' or are on display on the nature and 'let's explore' tables.

Leadership and management:

The responsible individual, who is also one of the persons in charge, has established an excellent vision for the setting based on providing a supportive, engaging learning environment for all children. She is ably supported by an additional person in charge, and the management committee who meet regularly to discuss developments at the setting. The responsible individual provides inspirational leadership and is aware of the latest developments and thinking regarding child development and the curriculum for Wales. She has established a highly inclusive environment at the setting. All practitioners work together effectively to provide the kindness, nurture and care to which they consider all children are entitled. They adapt their planning to meet the needs of all children and, as a result, nearly all make good progress and build confidence and self-esteem.

Leaders, which includes the management committee, have a well-established and highly effective process for evaluating all aspects of the provision. They highlight a range of strengths, noting the reasons behind these strong elements. They also identify those areas that they consider need developing further. These are incorporated into a detailed action plan, which outlines the priorities for improvement and the actions to address the issues. Leaders incorporate timescales and milestones to measure progress. For example, they consider children's progress in early literacy and their response to stories successfully. This led to pupils from the nearby school recording themselves reading stories in English and Welsh and the children at the setting having opportunities to listen to the stories. The older pupils from school now visit the setting regularly to engage with the children and support them as they play. This is very valuable in helping children form attachments in preparation for when they go to school.

Practitioners appreciate the reflective culture of constant review and self-evaluation and enjoy the way the persons in charge include them in this process of reflection. They feel empowered to try different strategies and review them in a professional way. This is particularly relevant given changes to the curriculum.

Practitioners receive regular opportunities to take part in a broad range of professional learning activities. They appreciate the support that is provided for them by the responsible individual and other members of the team. They are encouraged to follow courses that lead to professional qualifications, developing their skills as educational and childcare practitioners in the process.

Leaders and practitioners engage with a range of partners and specialist support agencies, which provide advice and support as necessary. There are strong links with the local primary school, which supports transition successfully. The setting also engages with local community groups and agencies to broaden the children's experiences. They also work in partnership with the local authority's early years advisory team, looking closely at how to use reflective practice as part of their approach to developing the role of enabling adults. This demonstrates the thorough and research-based approach that the leaders at the setting bring to their work.

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 Trosol (English to Welsh).

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Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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