



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

A report on
Cylch Meithrin Bae Colwyn

**3 Douglas Road
Colwyn Bay
Conwy
LL29 7PE**

Date of inspection: March 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 Bae Colwyn

Name of setting	Cylch Meithrin Bae Colwyn
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Sarah Carstairs Sian Davies
Person in charge	Sarah Carstairs Sian Davies
Number of places	40
Age range of children	2-4 years old
Number of children funded for up to two terms	6
Number of children funded for up to five terms	0
Opening days / times	8:30am – 3:15pm Monday to Friday
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes. This service provides the “active offer” for the Welsh language. It provides a service that anticipates, identifies, and meets the needs of those who use the service, or who may use the service, in terms of the Welsh language and culture.
Date of previous CIW inspection	15/02/18
Date of previous Estyn inspection	17/05/10
Dates of this inspection visit(s)	01/03/2022

Non-compliance

There are no issues of non-compliance.

Recommendations

- R1 Improve the use of assessment information and observations of children to plan the next steps in learning
- R2 Ensure that leaders evaluate the effect of any changes to provision on children's outcomes
- R3 Build on the partnership with parents and carers to support their children's development and learning

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 are happy and content at the setting and settle and cope well when they leave their parents at the beginning of sessions. Most children make their own decisions successfully and choose how to spend their time effectively. They move around the wide range of play experiences and the learning environment confidently. This enables the children to pursue their interests and take part in learning and play experiences in their own time successfully.

Most children express themselves confidently when sharing ideas and answering simple questions. They are keen to discuss their experiences with practitioners and know that they will value what they have to say. Nearly all children have fostered a positive relationship with practitioners, which gives them a sense of security. They respond well to praise and many show pride in their work and are keen to share their successes. Nearly all children know that they can approach practitioners for support, when necessary, and are confident in doing so.

Most children have begun to make friends and foster a feeling of belonging. They interact well with their peers and enjoy playing and completing tasks together. For example, they talk to each other confidently about how to make soup, and work together and take turns to cut leeks. During snack time and lunchtime, children socialise well with each other and are happy to talk to friends and practitioners.

Most children enjoy playing and learning. They concentrate and persevere well when engaging in play experiences and enjoy experimenting with different equipment and materials. For example, children use a magnifying glass to observe birds and have fun singing and matching pictures of the birds that they see. Nearly all children are curious about the world around them and enjoy playing and using their imagination, for example when pretending to make Welsh cakes and using the telephone in the playhouse to phone home.

Nearly all children choose learning and play experiences independently and pursue their interests. For example, they experiment with a digital camera by going around the room taking pictures without adult intervention. Most children develop good independent skills and practitioners encourage this effectively. During snack time, nearly all children are keen to do things for themselves, for example when washing their hands, pouring a drink, and sorting fruit on their plates. Nearly all children also put their waste in the food bin after they have finished and place their dirty dishes in the bucket ready to be washed.

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

Most children make good progress from their starting points and develop their skills successfully across all areas of learning. Although many children have low initial Welsh language skills, they listen well and respond to instructions with an increasing level of understanding very quickly. A majority of children communicate effectively to express their feelings and communicate with their peers; for example, when role-

playing with a practitioner, they know that they need to be quiet when they put the doll to bed in the playhouse. Most children join in enthusiastically with singing and respond appropriately to stories that are read to them. However, only a few children are able to use vocabulary and phrases naturally in their play.

Most children show a liking for books, particularly those that are read by a practitioner. They handle books correctly; for example, when reading a book about a rocket in the discovery area, children build a rocket by using recycled materials. Most children experiment with mark-making equipment with increasing control. A majority are beginning to make marks purposefully with a variety of media, for example when creating a picture of a pancake as part of Shrove Tuesday celebrations.

A majority of children foster good numeracy skills by experimenting and exploring. A majority count numbers to 10 successfully and understand vocabulary and mathematical concepts intelligently, such as 2D shapes. They describe small and large objects appropriately when experimenting with tyres and long pieces of wood of different sizes when creating a variety of structures. They choose relevant materials to solve mathematical challenges in practical situations and use suitable equipment to investigate how to fill and empty sand from small and large cups.

As a result of the excellent creative area, many children experiment with a range of materials and make interesting pictures independently. Most persevere well to handle equipment skilfully, for example when using scissors to create pictures and 3D models from recycled materials.

Nearly all children develop their physical skills successfully, including their fine motor skills, when rolling dough and completing a jigsaw. They also show good control by moving skilfully when joining in with folk dancing and action songs.

Most children develop their information and communication technology (ICT) skills successfully and use them confidently in their play and learning. For example, they use the digital camera to take pictures of things that interest them and have a great deal of fun controlling a toy to move along the floor towards a friend.

Care and development:

All practitioners place a high priority on children's safety and implement robust procedures to ensure that children stay healthy and safe. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners receive child protection training and are familiar with the procedures to follow if they have any concerns about a child, or if an allegation is made against practitioners or managers. An appropriate number of practitioners have completed paediatric first aid training and they record any accidents appropriately and ensure that a parent signs these records. Fire drills are conducted regularly and are recorded effectively.

All practitioners make good use of procedures to prevent the spread of infections. For example, they encourage children to wash their hands when necessary and follow suitable procedures when handling food or changing nappies. Practitioners display a good attitude towards promoting children's well-being and confidence and it is used as an integral part of provision. All practitioners promote healthy eating and exercise

successfully. They encourage children to eat fruit and ensure that there are beneficial opportunities for them to develop their physical skills by completing an exercise activity on a daily basis.

All practitioners form positive relationships with the children. They talk tenderly with the children and treat them with care and respect. All practitioners use effective and consistent strategies to promote positive behaviour, in line with the setting's policy. For example, they draw children's attention to another activity if they are having difficulty sharing or taking turns and give a clear explanation when their behaviour is not acceptable. All practitioners model social skills effectively as they play alongside the children.

Practitioners follow purposeful arrangements to identify and support children's individual needs, including those with additional learning needs. They gather enough information about their preferences, needs and any other relevant information before children start to attend the setting. This enables them to plan effectively for their individual needs. Practitioners work successfully with external agencies to ensure that these children receive the support that they need. The setting has suitable procedures to record observations and complete purposeful assessments to identify language difficulties and plan to provide support, where necessary.

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

Practitioners plan a range of valuable experiences that respond to children's needs successfully. All practitioners work well together to create a positive ethos within the setting that develops the children's sense of belonging and curiosity successfully. Practitioners ensure that children are at the heart of planning. They have good knowledge of child development by providing flexible planning that focuses on all children's needs and interests. As a result, practitioners ensure beneficial opportunities for children to revisit play and learning to reinforce and develop their skills. Practitioners provide effective provision that enables children to make choices and pursue their interests alone and with others. Practitioners also provide practical and purposeful opportunities for children to develop all of their skills effectively, for example by cooking 'cawl' in the role-play area to promote an ethos of Welsh culture. Practitioners provide good opportunities to develop communication, literacy, numeracy, and ICT skills in all parts of provision and in relevant contexts.

Practitioners use a good range of teaching strategies successfully to support learning and play. They play alongside children at times and intervene in a timely and effective manner to reinforce independent learning. All practitioners give due attention to the process of play and learning rather than the end product when supporting children. As a result, most children show valuable perseverance and robust self-control when engaging in purposeful experiences and activities.

Nearly all practitioners focus well on improving children's oral Welsh skills by modelling polished language and repeating words and phrases frequently. They encourage them to develop their vocabulary in a fun way, for example by singing the nursery rhyme 'Adeiladu tŷ bach' while building a tower with blocks.

Practitioners make suitable use of procedures to observe, assess and track children's progress from their starting points. They use beneficial questions to provide children with valuable feedback and praise and to monitor progress. However, they do not always make the best use of the findings of observation and assessment to plan the next steps in learning. Practitioners provide parents with appropriate oral feedback on their children's progress and inform them regularly about the week's themes and learning experiences. However, they do not always highlight how they could support their children and promote their development at home.

Practitioners promote children's spiritual, moral, social, and cultural development appropriately, for example by reading a good range of stories about the wider world and learning how to respect others within the setting and the wider community. The setting also promotes children's awareness of Welsh traditions and cultural celebrations successfully, for example by cooking 'cawl' and making daffodils for St David's Day.

Environment:

Leaders prioritise children's safety and ensure that procedures are in place to ensure that any potential risks are monitored and managed effectively. Rigorous risk assessments outline potential risks and the steps that have been taken to reduce or prevent the risk to children. Practitioners complete daily checks of the play areas, toys and resources and keep a record of any further steps that will need to be followed. When any risks are identified, practitioners deal with them quickly and effectively; for example by cleaning sand from the floor regularly to reduce the risk of slipping.

The play areas are pleasant, comfortable and cosy and there is plenty of room for children to move around freely. Leaders ensure that children have a sense of belonging by displaying examples of their work on the walls, along with photographs of them taking part in activities. The main playroom is organised into purposeful learning areas with a variety of activities and resources to enrich children's experiences successfully. For example, books and resources are set out to coincide with significant events, such as St David's Day. Leaders ensure that a wide range of interesting and exciting resources and equipment are available. For example, cooking equipment, such as a frying pan, are available in the role-play area, along with dough and raisins, so that children can pretend to make pancakes and Welsh cakes. Although the indoor play environment is well-designed, the setting does not have an outdoor area. However, practitioners provide beneficial opportunities for children to visit the community regularly to enrich learning, for example by visiting the post office and the local forest.

All equipment and toys are of good quality and are stored at a low level to enable children to choose independently without adult intervention. Practitioners keep a record of when the play areas are cleaned and have created a checklist to monitor that toys and resources are cleaned on a daily basis. Leaders ensure that there are good opportunities for children to learn about the world around them. Natural resources and materials are used effectively to enable the children to experiment and discover, for example by experimenting with recycled materials to create models and build by using twigs and pinecones. A wide range of resources are available to

promote the children's awareness of different cultures, such as books, games, and posters.

Leadership and management:

Leaders convey a clear vision that gives a high priority to children's development and progress. They create a positive and homely ethos where staff feel that they are valued. Regular discussions and meetings between leaders and practitioners strengthen the feeling of a team and make a valuable contribution towards offering good quality provision. Nearly all practitioners understand their roles fully and leaders set high expectations by challenging and supporting everyone to do their best. Leaders also make effective use of practitioners' individual skills to ensure valuable and purposeful provision for the children.

Leaders set clear objectives for practitioners to encourage and support children's curiosity to undertake new learning experiences. They follow safe, robust and timely recruitment processes and all practitioners have an appropriate qualification and relevant experience of working with children. Practitioners conduct beneficial supervision sessions regularly with practitioners, which gives them an opportunity to discuss their individual development needs.

Leaders have adequate self-evaluation procedures that identify strengths and areas for improvement. They make satisfactory use of evidence to evaluate the setting's work. However, they do not always evaluate important elements of provision, including teaching and learning and play experiences, robustly enough.

The statement of purpose outlines clearly the service that is provided. No issues of non-compliance with regulations or national minimum standards were identified during the inspection. Leaders have a good attitude towards promoting children's well-being and confidence, which is an integral part of the setting, such as healthy eating, moving energetically and praising the children regularly.

The setting has established positive links with a good range of partnerships that make a beneficial contribution to children's standards and well-being. Leaders work successfully with Mudiad Meithrin, Flying Start and the local authority's advisory teacher to improve provision and set a clear direction in terms of improvement. They also have a successful relationship with the local school to transfer the children to the next stage in their education.

Leaders have established a good relationship with parents and share information regularly, including key policies and events. However, parents do not receive regular information about what their children learn and how they can support them at home.

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).

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