



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

A report on

Cylch Meithrin Coed Duon

**Blackwood Comprehensive
Ty Isha Terrace
Blackwood
NP12 1ER**

Date of inspection: May 2022

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Coed Duon

Name of setting	Cylch Meithrin Coed Duon
Category of care provided	Sessional care
Registered person(s)	Bethan Seymore
Responsible individual (if applicable)	Bethan Seymore
Person in charge	Andrea Parfitt
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4 year old children	6
Number of children who receive funding for early education	4
Opening days / times	Monday to Friday 9:15am – 11:45am
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	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	28 March 2019
Date of previous Estyn inspection	March 2014
Dates of this inspection visit(s)	03/05/2022

Additional information

Very few children come from Welsh-speaking homes.

Non-compliance

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

Recommendations

R1 Ensure that practitioners make full use of circle time to promote children's Welsh language skills

What happens next

CIW and Estyn will invite the setting to prepare a case study that focuses on how it provides a stimulating and rich environment, particularly in the outdoor area.

Main findings

Well-being:

Most children express their feelings clearly and make effective choices and decisions. For example, during free play, most choose where to play and move confidently from one activity to another. Nearly all children show enjoyment and happiness and play with their friends. They respond excellently to practitioners and visitors and show motivation and perseverance in their play and learning.

Children show exceptional imaginative skills when playing outdoors in the vegetable shop. Most children speak confidently about the things they have bought and enjoy the process of choosing and paying for their goods. A majority of children use excellent imagination and creativity when listening to a story about the weather in the outdoor story area. They enjoy wearing suitable clothing and using sunglasses to correspond to the story.

A majority of children enjoy excellent and stimulating opportunities in the outdoor play area. They use the gardening resources and woodwork equipment enthusiastically. For example, a number of children use a wheelbarrow successfully when going to water the seeds. A minority of children help to take care of the plants and feel satisfied when completing the task. Many children like to play in a group and enjoy messy play in the mud kitchen with sand, water and paint. A few take advantage of the small attractive places where they can be alone to read or watch other people. Children's concentration skills are developing successfully as a result of the variety of rich outdoor activities. For example, they enjoy physical play on the balance beams, using the bicycles and cars and climbing on the climbing frame.

Nearly all children cope very well when separating from their parents and carers on arrival at the setting. A few children take time to settle and are comforted by the same practitioners to develop an individual relationship and a sense of security and belonging. Nearly all children form a positive relationship with their key workers and the rest of the practitioners, which has an exceptionally good effect on their well-being and motivation. Most wash their hands, take off their coat and bag and choose a name during self-registration as soon as they arrive. A majority of children are developing good independence skills and help to tidy up after snack time and help to put resources away. They feel pleasure and satisfaction when doing their best to help. Children receive gentle comfort from practitioners, and parents appreciate this. As a result, nearly all children are aware that practitioners will listen to their preferences and respond effectively to their needs.

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 there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development:

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 practices, they provide very good opportunities for children to develop to their full potential. All practitioners have high expectations of children and this has a positive effect on their personal development, for example by promoting practices for staying healthy and how to treat people with respect and courtesy. Practitioners provide nutritious food and encourage children to take part in energetic play every day. All practitioners are excellent role models for the children to emulate. The setting has very thorough procedures to keep children safe. They keep detailed records of any concerns, accidents, incidents and relevant information. This is monitored on a weekly basis by the leader, who discusses with key workers and other practitioners in order to respond to children's individual needs. A majority of practitioners have up-to-date first aid certificates, which reflects the strong emphasis on safety. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have very good knowledge of children's needs and preferences. They act on information from parents at the time of registration to meet children's needs successfully. This also reinforces the very strong relationship between practitioners and parents. Parents are confident about leaving their children with skilful practitioners who provide excellent care. Practitioners work with specialists in the community to provide children with professional support, where necessary. Practitioners provide suitable and sensitive support to children with additional learning needs.

Practitioners support children very skilfully to ensure that they develop a very sound understanding of their feelings. Practitioners use circle time and observations to discuss how children can identify and control their emotions. A minority of practitioners have had training and experience in this specialist area. As a result, children benefit from this approach, which focuses on developing resilience and perseverance.

Practitioners support children to develop an understanding of the world and encourage them to treat people from all cultural backgrounds with respect and tolerance. They celebrate customs such as the Chinese New Year and Diwali and mark national occasions, such as Armistice Day. Children also give thanks for their food on a daily basis. Practitioners encourage children to take care of the world by planning first-hand experiences with sustainable natural resources.

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

Practitioners have a wonderful relationship with each child and a sound understanding of their needs. As a result, they plan engaging learning experiences in authentic contexts, for example by using real money and vegetables in the shop. Practitioners are fully committed to meeting the requirements of the curriculum for funded non-maintained nursery settings and provide stimulating and rich learning experiences for children.

Practitioners take exceptionally good advantage of the outdoor area and engage children's interest, wonder and curiosity skilfully, for example when discovering a variety of small stones in the soil and watering and taking care of their seed. They plan extremely rich opportunities to develop children's physical and creative skills; for example, they encourage children to express themselves by dancing with scarves and create and then perform on their drums. They provide effective experiences for children's cognitive development and problem-solving, such as sorting and classifying pinecones and changing the flow of the water troughs.

Valuable opportunities are provided to develop children's linguistic skills. Practitioners model the Welsh language consistently in line with their own confidence level. However, opportunities are missed to reinforce vocabulary at the end of circle time. They take advantage successfully of natural opportunities to develop children's mathematical skills, for example by counting the cars on the ramp and comparing the size of the daffodils. The setting develops children's digital skills well by using a computer program to match two-dimensional shapes and taking pictures with cameras.

All practitioners set high expectations and develop opportunities to nurture children's independence effectively. For example, they expect them to set the table at snack time and put the leftovers in the compost bin. Practitioners encourage children purposefully to take turns so that they understand the importance of sharing. They use their knowledge of child development skilfully when supporting and facilitating learning. For example, they play naturally with children and intervene skilfully by questioning purposefully.

Practitioners plan effectively to build children's spiritual, moral and cultural understanding by learning about various cultural celebrations, such as Diwali and the Chinese New Year. They take pride in Welsh culture and promote awareness of it, for example by mixing and making dough to make Welsh cakes, before cooking them.

The setting has robust procedures for observing and assessing children. Through regular observations, practitioners gain a rigorous understanding of what children can achieve and what they need to develop. Practitioners use this information skilfully to plan for the next steps in learning. Reports to parents outline what children have achieved well.

Environment:

The quality of the environment is exceptional and provides valuable and extensive opportunities for children. The environment is very welcoming and interesting and celebrates children's creativity as individuals exceptionally well. The setting has a number of displays of children's crafts, which helps to develop a sense of self-worth and relevance successfully. Practitioners provide stimulating play and learning areas. This includes quiet areas and role-play areas and a rich range of resources that promote curiosity and imagination. The sensory area provides an opportunity for children to relax and reflect in a relaxing atmosphere and feel comfortable. Many children develop new skills and enjoy using cameras to take pictures of their friends and then see their work on the walls of the setting. Children take pride in their work and this builds their confidence successfully.

Variety in the outdoor area is excellent and provides extremely rich opportunities to stimulate and ignite children's curiosity. Nearly all children explore the wide range of areas highly enthusiastically. For example, children enjoy composing on the sound wall, modelling with the clay and digging in the soil. Engaging gardening activities, such as planting potatoes and flowers, appeal to a number of children and develop an interest in the food-growing process.

The environment is organised excellently to ensure independent play opportunities for all children. The environment and range of resources support children who need additional support to express themselves and feel comfortable, for example when making dough with herbs and fragrance to stimulate the senses. A majority of children show satisfaction and pride in their achievements.

The leader and practitioners ensure that children are safe and stay healthy by following a range of very clear and comprehensive policies. They place a rigorous priority on assessing all risks that are associated with the outdoor and indoor areas on a daily basis. Safety arrangements are embedded firmly and very effectively. They have regular fire drills to ensure that children familiarise themselves with these arrangements. The setting is clean and well-organised and very well-maintained. Practitioners follow rigorous hygiene procedures and conduct regular infection control audits. Furniture, equipment, toys and resources are appropriate and of a high standard. They comply with the relevant safety standards very well; for example, safety checks have been conducted in line with requirements.

Leadership and management:

The leader develops and maintains the setting's close-knit community highly effectively by sharing and realising her vision. She has created a positive and supportive ethos so that children and practitioners are valued and give of their best.

All of the setting's practitioners take part in the process of promoting and maintaining improvements. For example, practitioners contribute fully to developing the weekly plans to meet the requirements of the curriculum for non-maintained settings. The leader has effective procedures in place to identify the setting's strengths and any areas for improvement. Leaders seek stakeholders' views regularly and act effectively in line with recommendations. They lead by example by modelling the importance of monitoring, evaluating and reflecting on improvements across the setting effectively. A recent example of this is creating the sensory area, which allows children to develop emotionally and creatively.

The rigour of leadership is evident in monitoring and supervision, for example when encouraging practitioners to write more specific comments on children's development. This has a positive effect on planning the next steps in learning. The leaders has very effective recruitment and induction procedures in place, which ensure that practitioners are clear about the responsibilities of their role. She has high expectations of practitioners and ensures that they are completely familiar with the setting's procedures. The leader is very committed to ensuring continuous professional development opportunities for practitioners and the effect of training on their daily practice is evident.

There is a statement of purpose that provides an accurate picture of what the setting provides. The setting complies with childminding and day care regulations and meets the national minimum standards. The leader has ensured clear communication with the committee and has made it a priority for the new committee to play a central part in the development of the setting.

The setting manages funding effectively by ensuring resources of excellent quality to stimulate children's physical and creative development. One example of this is the use of the early years development grant to order resources to enrich the outdoor area.

The setting works exceptionally well with parents to identify their children's individual needs and preferences in their book, 'Dyma Fi' ('This is me'). Most parents are very happy with the provision and care and are very appreciative of the regular feedback on their child's progress and well-being. The setting works effectively with partners to improve children's well-being and learning. The leader promotes effective transition with local schools to ensure that children transfer smoothly to the next steps in their learning.

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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