



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

A report on

Cylch Meithrin Penrhyndeudraeth

**Ysgol Gynradd Penrhyndeudraeth
Penrhyndeudraeth
LL48 6AE**

Date of inspection: July 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 Penrhyndeudraeth

Name of setting	Cylch Meithrin Penrhyndeudraeth
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Lauren Humphreys
Person in charge	Ceri Llwyd
Number of places	19
Age range of children	2-4 years old
Number of children funded for up to two terms	
Number of children funded for up to five terms	10
Opening days / times	Monday to Friday 9am – 3pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	16.02.2022
Date of previous Estyn inspection	13.05.2014
Dates of this inspection visit(s)	05.07.2022
Additional information	The person in charge is new to the post. All children speak Welsh as their first language.

Non-compliance

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

Recommendations

R1 Develop robust systems for children with ALN

R2 Ensure that definite arrangements are made to provide regular learning opportunities in the outdoor area

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 and cope well when leaving their parents. They are confident when making choices about how they spend their time at the setting and practitioners respect their wishes. For example, children join practitioners at the table to eat their snacks in their own time. Nearly all children move around the wide range of activities and play areas confidently. This enables children to pursue their interests and take part in learning and play experiences at their own pace 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 be appreciated for what they have to say. Nearly all children are familiar with the daily routine and have a positive relationship with practitioners, which gives them a sense of security. Nearly all children respond well to praise, which makes them keen to share their successes, for example as they show their creative work to practitioners and their pride when practitioners appreciate their efforts enthusiastically.

Most children have begun to make friends. They interact well with their peers and enjoy playing and completing tasks together. For example, they work together successfully while pretending to cook lunch for practitioners and discuss which herbs to add and take turns to use the equipment. Most children are happy to share resources with their peers and learn important social skills well, such as taking turns. For example, as children play in the sand pit, they are happy to share equipment and show an interest in their friends' efforts.

Nearly all children enjoy their play and learning. They concentrate and persevere well when undertaking tasks and enjoy experimenting with different equipment and materials, for example when making playdough and adding flour, fragrance and food colouring independently. Most are curious about the world around them and enjoy playing and using their imagination, such as playing imaginatively in the role-play area and pretending to care for the dolls with their friends.

Nearly all children choose activities independently and pursue their interests effectively. Most develop their independent skills well, for example as they fill pots with water and carry them over to water the flowers. During snack time, nearly all children are also keen to act independently, such as washing their hands and pouring their own drink.

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. Nearly all children listen and communicate well when playing and interacting with practitioners and their friends. Most children respond orally confidently in Welsh and ask sensible questions. For example, when

role-playing with a practitioner, they talk and ask questions naturally about what food they will be cooking and which spoons and saucepans are needed.

Nearly all children are enthusiastic when signing and show a great deal of pleasure when choosing songs, making movements and phrasing clearly. Many children enjoy looking at books with an adult and are confident when discussing the pictures, turning pages and handling books with respect. They enjoy making simple marks independently when painting with water and paintbrushes outdoors and when using small notebooks and clipboards that are available in the indoor areas.

A majority of children count well when counting stomps and star jumps during the dance sessions and when counting how many spoons of sand fill different-sized buckets outside. They experiment with shape when building bridges and slopes and use mathematical vocabulary and concepts intelligently, such as 'mwy' and 'llai' ('bigger' and 'smaller'), 'hir' and 'byr' ('long' and 'short') and 'trwm' and 'ysgafn' ('heavy' and 'light') when weighing flour. Many name two-dimensional shapes when looking at a shape book and discuss the size of different objects, explaining whether the troughs that carry the water are big, small or smaller.

Most children's creative skills are developing well. They enjoy role-playing, dressing up and using their imagination. In the playdough area, they are creative when rolling, pulling, pressing and adding lavender and colour to change the appearance of playdough. A few children show an interest in painting and creating with junk modelling equipment.

Most children choose information and communication technology (ICT) equipment independently, for example by using the camera, apps and simple programs on an electronic tablet. Most children develop their digital skills suitably by using programmable toys.

Nearly all children's physical skills are developing well. They use small equipment confidently when dressing and fastening the dolls' clothes. They develop balancing and pedalling skills when riding a variety of bicycles and cars during physical outdoor sessions and by carrying equipment such as tyres and pieces of wood to build houses and bridges.

Care and development:

Practitioners prioritise children's safety and implement effective procedures to ensure that children are healthy and safe. All have received relevant child protection training and are familiar with the procedures to follow if 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 completed paediatric first aid training, which prepares them to give appropriate treatment, should the need arise. They record any accidents appropriately and ensure that a parent signs these records. Fire drills are conducted regularly and recorded effectively.

Purposeful procedures are used well to prevent the spread of infection. For example, practitioners encourage children to wash their hands regularly and follow suitable procedures when handling food. 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 and spend time outdoors in the fresh air on a daily basis.

Practitioners have formed positive relationships with the children and speak to them fondly. They treat children with care and respect and 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 when playing alongside the children.

The setting has purposeful arrangements to identify and support children's individual needs. Practitioners gather plenty of information about children's preferences, needs and any other relevant information before they begin to attend the setting. This enables them to plan effectively for children's individual needs. There are suitable procedures in place to refer children for support from external agencies where necessary. However, due to recent staffing changes, practitioners' understanding of these systems is inconsistent. Practitioners track children's progress effectively by conducting regular observations and assessments. They also create purposeful books to share with parents at the end of each year, which include photographs of the children taking part in activities and some of their successes.

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

Practitioners provide an engaging curriculum that provides valuable experiences and responds to children's needs successfully. The ethos of the Curriculum for Wales to plan responsively has developed well. The wide range of experiences indoors, outdoors and using the local community has a positive effect on children's outcomes and succeeds in creating a sense of belonging. All practitioners work together well to create a positive ethos within a setting that encourages children to be resourceful, independent and curious.

Practitioners model spoken language clearly and use vocabulary, syntactical patterns and descriptive language while children try to solve problems or persevere with a challenge. They speak naturally, listen and respond to children and question them skilfully to broaden children's understanding and thinking skills successfully. For example, while children build with wooden blocks, practitioners hold a discussion about which pieces of wood would be suitable to connect together to create bridges and slopes for the cars. Practitioners support learning effectively while playing alongside the children. They pursue their interests successfully to expand their imagination and thinking processes. Practitioners intervene in a timely and effective manner to reinforce independent learning. This skilful interaction has a positive effect on children's communication skills and understanding.

Practitioners plan a variety of physical opportunities on a daily basis. This has a positive effect on the children as they enjoy riding wheeled vehicles around the outdoor area, balancing in the construction area and dance and keep-fit sessions. Practitioners provide beneficial opportunities for children to learn practically by using mark-making implements, painting, cutting and gluing. Practitioners encourage children to be creative with paint on an easel, junk models and to enjoy the process

of preparing playdough, rather than focussing on the finished product. Practitioners provide purposeful opportunities for children to use ICT equipment in their play with an electronic tablet to take photographs and support learning effectively when giving attention jointly to language and counting games.

Practitioners know all children well and there is a close relationship between them. They collect thorough information from parents at the beginning of the year and build on this to pursue their interests and preferences. Procedures for observing and assessing children's development are effective. Practitioners observe frequently and identify any significant information about what children achieve. Practitioners set challenges, provide opportunities to practise and refine skills and identify the next steps beneficially. Practitioners support children who need additional support with language, literacy and communication successfully. However, on the whole, processes for supporting children with additional learning needs (ALN) are inconsistent and there are no robust systems for referring to the full range of external agencies, where appropriate. Overall, practitioners plan beneficial learning experiences to develop children's spiritual, moral, social and cultural skills. They model being kind to each other by using positive and friendly language consistently. They provide beneficial opportunities to discuss feelings by using puppets and books during plenary sessions.

Practitioners provide some interesting opportunities that motivate children to show an interest in the lives of others, for example by celebrating the Chinese New Year and Diwali. Practitioners plan interesting opportunities for children to learn about belonging to Wales and Welsh traditions, for example by travelling by bus to visit Galeri Caernarfon and Caernarfon Castle, in addition to celebrating St David's Day and St Dwywen's Day.

Environment:

Leaders prioritise children's safety and ensure that robust procedures are in place to ensure that any potential risks are monitored and managed effectively. Rigorous risk assessments outline the potential risks and the steps that have been taken to reduce or prevent the risk to children. Practitioners also complete daily checks to ensure that there are no risks. When any risks are identified, practitioners deal with them quickly and effectively, such as sweeping sand off the floor during the session.

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 their work on the walls. The playroom is organised into purposeful learning areas, with a variety of activities and resources to enrich children's experiences successfully. For example, there is a wide range of authentic resources and equipment available, such as teacups and saucers, empty boxes and food pots and old machines and electrical equipment with the batteries or cords removed to ensure their safety. This enables children to develop their imagination and promotes their understanding of the world around them. The outside play area provides a variety of purposeful activities and opportunities for children. For example, practitioners ensure that children make effective use of the mud kitchen, the bug hotel and the water trough and various pipes.

Leaders ensure that a wide range of interesting and exciting resources and equipment are available in the playroom. These are of a good quality and are stored at a low level to enable the children to choose independently without adult intervention. Practitioners keep a thorough record of when the play areas, toys and resources are cleaned. This happens regularly to ensure that the resources are clean and in good condition.

Leaders ensure that there are good opportunities for children to learn about the world around them. Resources and natural materials are used effectively to enable children to experiment and discover. For example, there are good opportunities available for children to plant flowers, experiment with herbs and smell them and play with recycled resources in the role-play area. There is also a good range of resources available to promote children's awareness of different cultures and diversity, such as diverse books and dolls.

Leadership and management:

The registered person and person in charge have a clear vision that is based on providing a high standard of service in terms of wellbeing, care and learning in a Welsh environment. The person in charge is new to the role and has worked effectively with the local advisory teachers and the committee to implement new ideas. They have high expectations of themselves, which make a valuable contribution to ensuring a stimulating and supportive environment for children. Regular discussions and meetings between leaders and practitioners create a sense of a team and make a valuable contribution to providing good quality provision. All practitioners understand their roles fully and the strong co-operation between them supports the relaxed atmosphere and smooth routine they have.

Leaders follow safe, robust and timely recruitment processes and all practitioners have an appropriate qualification and extensive experience of working with children. The registered person and person in charge follow effective arrangements to supervise and monitor practitioners regularly. As a result, training to support the knowledge of the whole team responds to purposeful targets for improvement.

Since the person in charge began in the role, leaders have self-evaluation procedures in place that outline sensible targets for developing the setting. Leaders and practitioners are successful in implementing these targets. For example, they are refining provision to prepare for the Curriculum for Wales. Grants are used well for training with purposeful resources to support the new formats and processes of the curriculum and to support children's experiences and learning.

The setting has valuable partnerships with parents. They hold informal discussions and share children's experiences regularly by using an app. Practitioners work effectively with support agencies and the local authority advisory teacher and take action to develop provision continuously.

There are appropriate procedures for sharing the children's development with the school at the end of the year and opportunities for children to meet the school's nursery teachers before they transfer. Practitioners work with the school's staff to use part of the school playground for purposeful outdoor play and learning. However, there are no definite arrangements to provide outdoor sessions regularly.

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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Publication date: 07/09/2022