



Estyn

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

A report on

Cylch Meithrin Deiniolen

**Yr Hen Feithrinfa
Hafod Oleu
Deiniolen
Gwynedd
LL55 3LP**

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 Deiniolen

Name of setting	Cylch Meithrin Deiniolen
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Emma Price
Person in charge	Dilwen Williams and Carys Roberts
Number of places	20
Age range of children	2 and a half to 4 years old
Number of 3 and 4 year old children	17
Number of children who receive funding for early education	10
Opening days / times	9:00am to 11:05am and 12:45pm to 14:50pm from Monday to Thursday, 9:00am to 11:05am on Fridays during term time
Flying Start service	No
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	This is the first inspection since the setting re-registered on 6 th April 2020
Date of previous Estyn inspection	March 2014
Dates of this inspection visit(s)	11/05/2022

Additional information

Nearly all children come from Welsh-speaking homes.

Non-compliance

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the responsible individual.

Recommendations

R1 Provide better opportunities for children to solve problems independently

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 make decisions and choose how they spend their time at the setting effectively. 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 structured activities in their own time successfully.

Most children express themselves, share ideas and answer simple questions intelligently. They know that practitioners will respect their opinions, for example as children share their individual stories with practitioners on arrival at the setting. Most are familiar with the daily routine and have a positive relationship with practitioners, which provides them with reassurance. Nearly all children respond well to praise, which makes them keen to share their successes, for example as they show their artwork to practitioners and their pride as practitioners appreciate their efforts enthusiastically.

Most children have begun to make friends. They interact well with their peers and enjoy playing and completing tasks with each other. For example, they work successfully to persevere with tasks by using walkie talkies to talk to each other. Most children are happy to share resources with their peers and learn important social skills well, such as taking turns. For example, as the children play with bubbles, they are happy to take turns to blow bubbles and show a keen 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, they search for insects with magnifying glasses and digging equipment. Nearly all children are curious about the world around them and enjoy playing and using their imagination, such as imaginary play in the role-play area and preparing a cup of tea and a cake for their friends.

Nearly all children choose activities independently and pursue their interests effectively. Most develop their independent skills well, for example by filling pots with water and carrying them to the water wall. During snack time, nearly all children are also keen to act independently, such as washing their hands and peeling their fruit.

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

Most children play together eagerly and make good progress in their learning. They apply a wide range of skills confidently, which has a successful effect on their outcomes and cognitive skills.

Most children use the Welsh language completely naturally and enjoy joining in with familiar nursery rhymes, singing along while banging drums and shaking tambourines. They listen carefully to instructions and act on them enthusiastically, such as painting tigers, flowers and ladybirds. They communicate with each other

sensibly when engaging in periods of extended creative play by working together to make crocodiles from playdough. They respond to discussions and share ideas meaningfully.

Most children discuss books maturely. They engage happily with stories and laugh with each other while enjoying the pictures and events in the story. They respond with interest to different characters and consider the results of their actions thoughtfully, such as responding enthusiastically to the adventures of a penguin on holiday.

During play, most children make marks purposefully with different media such as chalk and paint. They are beginning to develop their early writing skills and make notes intelligently in a book after answering the telephone in the home area. As a result, they enjoy their early literacy experiences and explain the purpose of their writing clearly.

Most children use mathematical language correctly in appropriate contexts. They have sound numeracy skills and enjoy experimenting with a wide range of mathematical equipment. They count to ten confidently when sorting shells, pebbles and chestnuts and have an increasing understanding of the properties of shapes. They also discuss the volume of jugs and buckets purposefully while pouring water into troughs and making sandcastles.

Most children develop successful physical skills by riding bicycles on a track, balancing and climbing on adventure equipment. They take pride in each other's creativity when wearing different hats in the role-play area and this has a positive effect on their learning. Most develop effective information and communication technology (ICT) skills. They use the rich opportunities that are available to them to improve their digital skills, such as controlling the direction of electronic cars and robots and following language and numeracy programs on electronic tablets. As a result, they familiarise themselves well with technology by using equipment regularly in their daily activities.

Care and development:

Practitioners prioritise child safety and implement effective procedures to ensure that children are healthy and safe. Nearly 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 also completed paediatric first aid training, which prepares them to administer appropriate treatment, if necessary. They record any accidents appropriately and ensure that a parent signs these records. Fire drills are completed regularly and are recorded effectively.

Good use is made of purposeful procedures to prevent the spread of infection. For example, practitioners encourage children to wash their hands after using the toilet and before eating their snacks, and they ensure that the tables are cleaned with disinfectant before the children sit to have food. Practitioners promote healthy eating and exercise successfully. They encourage the children to eat fruit and ensure that there are beneficial opportunities for them to develop their physical skills and spend time outside in the fresh air.

Practitioners have formed positive relationships with the children, speak to them fondly 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 clear explanations if their behaviour is unacceptable. All practitioners model social skills effectively by playing alongside the children and model saying thank you and praising each other during activities.

The setting has purposeful arrangements to identify and support children's individual needs, include children with additional learning needs. Practitioners collect plenty of information about preferences and needs and any other relevant information before the children start at the setting. This enables practitioners to plan effectively for children's individual needs. As a result, there are robust procedures in place to ensure that practitioners are able to work successfully with external agencies if any additional support needs to be arranged.

Practitioners track pupils' progress effectively by conducting regular observations and assessments. They also create purposeful books to share with parents and carers at the end of each year, which include photographs of the children taking part in activities and a number of their successes. They ensure that parents receive regular information about their children's development by using a secure online app to share photographs and observations. Parents are also able to share observations and send messages in response, which creates a close link between parents and the setting.

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

Practitioners' teaching is successful and their sincere attitudes and desire to play purposefully among the children stimulates learning. The stimulating teaching methods encourage children to co-operate positively and develop a wide range of skills effectively. Practitioners provide parents and carers with beneficial information about their children's achievements on social media, through oral discussions and in progress booklets.

Practitioners provide engaging activities that have a positive effect on children's knowledge and understanding. As a result, they enable children to take risks and develop purposeful cognitive skills. For example, they encourage children to pull cuboids out of towers without causing the tower to fall and encourage them to create five bubbles by blowing a soap mixture into the air.

Practitioners intervene sensibly during activities and motivate children to experiment while playing. They hold meaningful discussions with children about how to improve their work. For example, practitioners support children to spray paint onto black paper with a straw to create an abstract picture and thread beads onto string carefully. However, there are not enough opportunities for children to solve problems wholly independently without adult supervision.

Practitioners provide a broad and balanced curriculum, which includes purposeful discussions and intelligent willingness to pursue children's suggestions and interests. They plan together skilfully to expand children's learning through a variety of hands-on experiences, such as making a spider from playdough and twigs. They also

combine these frequent discussions with their regular assessments thoroughly to plan the next steps in individual children's learning.

Practitioners plan interesting opportunities to develop children's literacy, numeracy and ICT skills. They extend children's understanding during play sessions through effective questioning and challenging individuals to explain their actions calmly. This is done when preparing a tea party in the home area to feed dolls in their highchairs and when comparing their friends' heights by using a tape measure.

Practitioners ensure that children develop their physical skills successfully. For example, they encourage the children to crawl across a narrow path, climb and slide enthusiastically on adventure equipment and control their breathing during a yoga session. They provide effective creative activities, such as gluing different shapes and sprinkling glitter on cards and preparing imaginary meals in the mud kitchen.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's Day, the story of St Dwynwen and studying the mountains in the area, such as Snowdon. They also celebrate diversity sensibly by studying special festivals, such as the Chinese New Year, and interesting stories from different continents around the world.

Environment:

Leaders prioritise child safety and ensure that procedures are in place to ensure that any potential dangers are monitored and managed effectively. Rigorous risk assessments outline the potential dangers 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 address these quickly and effectively, such as clearing equipment and removing it promptly from the children's reach when a cup breaks in the sand.

The play areas are pleasant, comfortable and cosy and there is plenty of space for children to move around freely. Leaders ensure that children have a sense of belonging by displaying their work on the walls. The playroom has been organised into purposeful learning areas, with a variety of activities and resources to enrich children's experiences successfully. For example, there are authentic resources and equipment, such as cups and dishes across the learning areas to promote children's understanding of the world around them. The outdoor area has been developed sensibly to provide a variety of activities and purposeful opportunities for children to play and develop an awareness of the world around them. For example, practitioners ensure effective use of the mud kitchen, the planting and digging area, the water wall and its various pipes and the water butt.

Leaders ensure that there is a wide range of interesting and exciting resources and equipment available in the playroom. These are of good quality and are stored at a low level to enable 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 resources are clean and in good condition.

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 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 materials in the role-play area. There is also a good range of resources to promote children's awareness of different cultures, such as books, dolls and posters.

Leadership and management:

The setting's leadership strategies are ambitious and leaders focus purposefully on improving provision and children's outcomes. Their clear vision ensures that the diligent practitioners' practices promote robust co-operation, which leads to successful teaching and loyal pastoral care. As a result, all practitioners motivate children to do their best consistently through engaging challenges and intelligent nurturing.

Leaders set realistic expectations for the future and support practitioners to maintain high standards. They have a strong awareness of the setting's strengths and areas for improvement and their policies and meaningful philosophy ensure consistency in the setting's work skilfully. Rigorous self-evaluation procedures ensure reliable targets in the development plan, such as improving ICT resources and provision in the outdoor area. As a result, these consistent and reliable procedures have a positive effect on established practices, as leaders devise clear and purposeful ways to develop the setting.

Leaders ensure that the qualified practitioners work cohesively as a team and implement safe recruitment systems effectively. Leaders support practitioners to attend useful training to improve their practice. As a result, practitioners are conscientious and listen sensibly to the suggestions of leaders and officers from support agencies. Leaders have good arrangements to evaluate practitioners' performance and supervise and evaluate their work regularly. However, leaders do not inform Care Inspectorate Wales about specific events and changes within the correct timescales.

Leaders ensure that full consideration is given to the views of all stakeholders who are part of the setting's life and work. They hold useful discussions and act in line with their advice to improve provision and children's experiences. For example, they listen carefully to support officers about developing planning practices in order to better pursue children's interests and ideas. They also act meaningfully on the suggestions of parents and carers, such as using social media to inform them about their children's work each week.

Leaders have forged a range of beneficial local partnerships which provide engaging experiences for children, such as visiting the bridge in the village and nearby farms to see the animals. The efficient relationship with the local school prepares children for the next step in their education appropriately.

The use of the budget and grants prioritises expenditure against the setting's targets effectively. Leaders allocate resources wisely and fund valuable resources in line with the setting's targets. Careful planning enriches children's learning and play

experiences purposefully by obtaining stimulating resources, such as the water wall, adventure trails and the mud kitchen.

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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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
31	The responsible individual had not informed CIW that a safeguarding referral had been made following concerns.	New

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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