



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

A report on

Meithrinfa Sêr Môr Beaumaris

**Ysgol Gynradd Beaumaris
Maes Hyfryd
Beaumaris
Isle of Anglesey
LL58 8HL**

Date of inspection: January 2024

by

Care Inspectorate Wales (CIW)

and

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

About Meithrinfa Sêr Môr Beaumaris

Name of setting	Meithrinfa Sêr Môr Beaumaris
Category of care provided	Full Day Care
Registered person(s)	See responsible individual
Responsible individual (if applicable)	Timothy Gallagher and Rosalind Hen-Jones.
Person in charge	Jade Davidson and Liam Davies.
Number of places	19
Age range of children	18 months to 4 years old.
Number of 3 and 4 year old children	8
Number of children who receive funding for early education	3
Opening days / times	Monday to Friday from 8:45am to 1:00pm.
Flying start service	No
Language of the setting	English and Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	This is a post registration full inspection 12/11/2021
Date of previous Estyn inspection	
Dates of this inspection visit(s)	23/01/2024

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Develop practitioners' use of a range of questions to further develop children's learning and thinking skills
- R2 Ensure all accident and incident forms are acknowledged by parents and carers to evidence they are being kept informed

What happens next

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

Main findings

Well-being: Good

Nearly all children are content and express enjoyment. They have a sense of belonging and are beginning to form friendships and become familiar with routines.

Nearly all children are confident communicators and express themselves well. For example, children enjoy introducing themselves and are keen to show what they like to play with. A few children talk to practitioners about their holiday abroad and enthusiastically share their experiences of going on an aeroplane.

Nearly all children are happy and settle quickly as they are greeted by friendly practitioners. They are familiar with daily routines and show how they wash their hands and prepare for snack time. Many children approach practitioners with ease to invite them into their play, for a chat or reassurance when needed.

Nearly all children interact positively with their friends and those caring for them. They enjoy the social occasion of mealtimes, practice good manners and sit nicely at the table. Children are learning to take turns and share. For example, they take turns to operate the water dispenser as they help themselves to a drink. They share resources well during a craft activity and use a selection of paints and decorations to make their creations. Many children are learning about the importance of kindness. For example, a child helps their friend to get up onto the rocking horse and this makes their friend happy.

Nearly all children are active and curious learners. They have considerable freedom to explore their environment safely. Nearly all children direct their play confidently. For example, friends enjoy developing their imagination in the home corner, using a variety of props and recycled household goods to enhance their role play. A few children enjoyed practicing their sensory skills, smelling the different scented balls of playdough and commenting that the one smelling of coffee was not pleasant. During outdoor play, most children's physical skills are developing well in line with their stage of development. Nearly all demonstrate confidence when deciding which equipment and activities they would like to access. For example, friends enjoy whizzing around on bikes and climbing up and down the slide steps. Most children enjoy spending extended periods playing with resources and collaborate well with their friends. For example, a child takes the lead role as train driver inviting their friends to sit on the train as they enjoy going on their imaginary journey.

Nearly all children are developing their independence skills positively. They persevere to zip up their coats and work out which foot is the right one as they put on their wellington boots. Nearly all children are learning to do things for themselves with positive encouragement from practitioners.

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

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 individual children.

Care and development: Good

Practitioners know children well and encourage them to express themselves confidently. They respond purposefully to children's questions and requests and care for them in a warm and friendly manner.

Practitioners understand their roles and responsibilities to keep children safe and healthy. Safeguarding is prioritised and practitioners understand their responsibilities to protect children. The setting's arrangements to safeguard children meet requirements and give no cause for concern. Practitioners consistently record children's attendance and their own attendance as part of their wider safeguarding practices to ensure children's safety. Practitioners complete mandatory training suitable for the age range of children being cared for.

Practitioners provide healthy foods and options of milk or water for children to drink. They encourage children to wash their hands and brush their teeth to develop their personal hygiene practice effectively. Practitioners record accidents and incidents, but not all of these are signed by parents and carers to evidence they are kept informed. Nappy changing procedures are in line with current infection control guidance. Practitioners conduct regular fire drills, so children know what to do in the event of an emergency.

Practitioners are warm and welcoming and make sure children are reassured and comforted. They value children's efforts and celebrate their achievements. This creates a calm, relaxed and happy atmosphere.

Practitioners are committed to providing a variety of opportunities to develop children's play and learning successfully. They have a responsive approach to planning and focus successfully on children directing their own play. They concentrate exceptionally well on responding to a child's interests and their individual needs and stage of development. Practitioners provide suitable and sensitive support for children who may have an additional learning need. They collaborate well to build children's confidence and resilience. Practitioners organise interesting opportunities, which are led by the child's choices and decisions. They track children's progress and have drawn on these observations to create interesting play and learning experiences for children. They plan well for the next steps in their development and review progress regularly.

Practitioners promote children's learning about their wider society and Welsh heritage well. For example, photographs show children enjoying visits to the local castle, shopping for food, enjoying an ice cream at the ice cream parlour and playing in the local park. Celebrations and festivities are explored successfully through using a range of craft materials and stories. These experiences help children to improve their social skills.

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

Practitioners know the children well and have a sound understanding of child development and the importance of giving children time to explore and play. They embrace the principles of the Curriculum for Wales well and provide a wide range of interesting and stimulating experiences for the children. They have a good understanding of the importance of allowing children extended periods of uninterrupted play and understand how this helps children develop their ideas and skills. They consider the children's interests and use them as a starting point to plan experiences and activities. For example, practitioners plan a range of stimulating activities related to personal hygiene in response to children's interest after listening to a story about the tongue.

Practitioners effectively use information from observations and assessments to inform the next steps in children's learning and play. As a result, the planning process builds on the children's knowledge and skills successfully. Practitioners provide a calm environment for children to play and learn.

Practitioners are good role models and support children to develop their language skills through caring and encouraging interactions. They provide them with time and space to explore mark making and early writing with a range of resources such as pens, crayons, chalks, and paint, for example when recording sales in the snack shop.

Practitioners promote a love of books through reading stories with the children and reflecting on how to increase children's engagement with reading. For example, practitioners combine the use of fiction and non-fiction books in all learning areas. As a result, more children are choosing to look at books when playing.

Practitioners enable children to develop their physical skills well. They encourage children to take calculated risks in their play and challenge themselves physically, supporting them to develop resilience, independence and confidence. For example, practitioners encourage children to be confident and careful when riding bikes and scooters around the outdoors and when negotiating steps.

Practitioners provide suitable experiences and ask appropriate questions to support children to gain a mathematical understanding of counting and shape, for example counting up to 11 items of fruit in the snack shop. As a result, children make strong progress in developing their numeracy skills. However, planning for the development of children's problem-solving and digital skills, in general, is at an early stage of development.

Practitioners model the use of the Welsh language very well. They encourage children to join in a wide range of Welsh songs and rhymes. Practitioners use familiar phrases and vocabulary well during whole group sessions. As a result, most children enjoy singing a range of Welsh songs such as songs about the weather.

Practitioners develop the children's spiritual, moral, and social skills effectively. Practitioners show high levels of care and respect for everyone. They have a calm approach and, as a result, children treat each other with care and respect. Practitioners promote the Welsh culture well by celebrating Saint David's Day and discussing the local history of Beaumaris castle. They also plan worthwhile activities to develop children's knowledge of other cultures and traditions. For example, when learning about different emotions they use books which show faces from a wide range of cultures. In addition, they celebrate diversity successfully by studying the customs of Chinese New Year and reading books from different cultures.

Practitioners provide valuable information for parents and carers about children's achievements. They do so via social media, verbal discussions, and useful progress reports.

Environment: Good

Leaders provide a welcoming, friendly, and clean environment where children can play independently. They ensure that risk assessments appropriately identify the potential hazards to children and detail the measures in place to manage these risks. They ensure the environment is safe, secure, and well maintained. Leaders organise regular cleaning routines that reflect good hygiene practices. Information is available to everyone about how they will deal with emergencies. Practitioners supervise children well throughout their play and learning experiences.

Leaders have worked hard to create an attractive indoor environment. They provide plenty of resources to develop children's language, numeracy, and opportunities for independent play. Leaders ensure children have easy access to recycled and

sustainable resources to further develop their sensory skills and curiosity. Leaders make sure there is a designated area for children's personal items, which creates a sense of belonging. They present children's artwork purposefully and this shows children their efforts are valued.

Leaders ensure the layout of the play area promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. Play areas are spacious and attractively organised with ample good quality toys, resources, and most furniture is suitably sized for the ages cared for. Leaders present areas for rest creatively and invite children to have some quiet time to read books. Leaders ensure that toys, books and tabletop activities raise children's awareness of wider cultures.

Leaders ensure the outdoor play environment provides children with a suitable choice of equipment and resources to help develop their physical and co-ordination skills. Leaders organise areas for children to develop curiosity about the natural world and learn about planting, growing flowers and feeding birds.

Leadership and management: Good

Leaders create a warm and welcoming ethos at the setting. They have a clear vision that places the well-being of the children and staff at the centre of their work. They have created a strong sense of teamwork and as a result staff are happy and effective in their roles.

Leaders ensure staff have clear job descriptions that contain all relevant information relating to their roles and responsibilities. There are well established safe recruitment procedures and a suitable number of practitioners with the appropriate qualifications and experience. Leaders are beginning to support practitioners by providing more regular appraisal and supervision. Leaders make effective use of grants and other funding to improve the setting. For example, they prioritise the outdoor environment to develop children's independent and communication skills.

Leaders have developed effective self-evaluation procedures. They use a wide range of evidence to evaluate the work of the setting and identify strengths and areas for development. The setting's improvement plans include a sensible range of targets and priorities, which allows leaders to strive continually to develop the provision for children. The setting leader is a good role model and supports other practitioners in their professional development effectively. For example, leaders have supported practitioners in the development of children's Welsh language skills through useful training and informative wall displays.

Leaders work well with parents and carers and keep them suitably informed of their child's progress. They ensure beneficial opportunities for parents and carers to visit the setting and meet other families. This supports transition as children move through the setting and deepens relationships with practitioners. The setting is located on the site of a primary school and the working relationship between leaders and staff is a real strength at the setting.

Leaders develop strong and effective links with the community which promotes a sense of belonging amongst the children. Children visit the local bakery and hair salon which helps them to develop their understanding whilst playing in the cafe and hair salon role play areas. The setting has a highly effective relationship with the local advisory teacher and the Isle of Anglesey additional learning team, who offer support when required. They highly value and act promptly on all support and advice, contributing to the overall success of the setting.

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

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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

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