



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales



Estyn

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

A report on

Cylch Meithrin Eglwysbach

**Ysgol Eglwysbach
Eglwysbach
Conwy
LL28 5UD**

Date of inspection: January 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Eglwysbach

Name of setting	Cylch Meithrin Eglwysbach
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Sian Wyn Jones
Person in charge	Dioned Williams
Number of places	15
Age range of children	2 and a half to 4 years
Number of 3- and 4-year olds	7
Number of children funded for early education	1
Opening days / times	9.00 - 12.00 Monday to Friday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	This is the location's first inspection
Date of previous Estyn inspection	June 2014
Date(s) of this/these inspection visit(s)	24/01/2023

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop the children's Information and Communication Technology skills more systematically

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being:

Children have a strong voice and they express their opinion regularly. For example, they move around the room confidently from one activity to the other and choose their resources confidently. The children know that their feelings are considered. For example, when they feel sad, they are comforted by practitioners.

Almost every child feels completely at home at the setting and enjoys attending. They cope well when they are separated from their parents and carers at the door. By the time they reach the main room, almost every child is happy and goes to play immediately, settling in very quickly and feeling safe in their environment. They have developed a very close relationship with the practitioners and are happy to chat informally with visitors. For example, they are eager to share cakes and 'cawl' (broth) they have made in the mud kitchen. Nearly all children are familiar with the daily routine and comply with the setting's routine in a mature way. This gives the children assurance when coping with new experiences.

Most children develop good social skills. They greet each other and immediately go to play together happily. Most children are polite and well-behaved, showing respect for practitioners and their peers. For example, at the snack table, they wait their turn patiently and respond with 'plis' (please) and 'diolch' (thank you) when they are given their drinks cups. The majority of children understand when they need to help their friends. For example, when the 'helpwr y dydd' (helper of the day) could not stick their name on the board, a friend went to help by pressing the sticker firmly.

Most children enjoy their play and learning activities very much. For example, they have a great deal of fun creating different snacks or pushing tractors quickly down the road. Many children respond with great excitement when playing in the outdoor area. They use the equipment and develop their physical and mathematical skills as they make cakes, and colour heart shapes on slate or pieces of wood.

Many children develop particularly good independence skills. For example, they take off their own shoes and put on their waterproof trousers, wellington boots and coats. They show pride at completing the task by showing and telling the practitioners. They make choices in line with their interests and decide how to spend their time. They go to the outdoor area enthusiastically as well as choose from the various indoor activities. They persevere appropriately with the activities and immerse themselves in their play for prolonged periods.

Learning (only applies to three and 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 was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

Care and development:

Practitioners prioritise keeping children safe and healthy. They understand their roles and responsibilities and adhere to the setting's daily procedures appropriately. The practitioners endeavour to ensure good hygiene procedures. For example, they wash their hands regularly and disinfect the tables carefully before snacks.

They have not had cause to administer medicine but they have a suitable policy in place and appropriate forms for record-keeping if the need arose. Practitioners follow appropriate procedures for recording accidents and injuries. All practitioners are confident in how to respond should they have any concerns about a child's safety and well-being. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners develop a warm relationship with the children, and treat them with care and respect. They are very kind and remind children to share toys and respect each other. They encourage the children to resolve any conflicts through discussion, without excessive intervention. The practitioners praise the children in a timely manner, which has a positive impact on developing their self-confidence and their understanding of the importance of respecting each other. All practitioners use positive language with the children which promotes good behaviour and supports the children effectively. Practitioners have a good balance of being able to stand back and observe play, and feeding the children appropriate language and open-ended questioning. Practitioners understand the importance of standing back and observing the children playing. They feed language skilfully and question the children in order to prompt them to think for themselves.

Practitioners know the children well and respect their wishes and preferences. For example, they respond to children's requests to take a photograph with a camera and use the tablet devices. Practitioners develop effective opportunities to respond to the children's interests and question them purposefully when playing. They offer encouragement to children who ask for help, and support them to attempt specific tasks. For example, they offer assistance to the children who ask for help to put on their wellington boots. Practitioners promote children's understanding of the importance of treating people of all cultural backgrounds with respect and tolerance.

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

Practitioners have a lovely relationship and sound understanding of each child's needs. Consequently, they cooperate effectively to provide interesting learning experiences for the children in accordance with the principles of the Curriculum for Wales. This succeeds in creating curious learning who develop their skills successfully. For example, in giving the children opportunities to immerse themselves in their learning while experimenting mixing different quantities of water and mud to make cakes in the mud kitchen.

Practitioners plan valuable opportunities to develop the children's literacy and numeracy skills. They model spoken language effectively, reinforcing language patterns and stretching the children's understanding by questioning and challenging them to explain what they are doing. For example, when they discuss how the children will build a fire to roast marshmallows.

Practitioners provide resources to develop the children's information and communication technology (ICT) skills. However, they do not always plan purposefully enough to systematically build on their current skills.

Practitioners provide various opportunities to ensure that the children develop their physical skills successfully. For example, they encourage them to gather resources, dig and build in the mud, and move around and over natural obstacles such as fallen tree trunks. They provide effective creative activities and offer opportunities for children to solve problems. For example, they challenge the children to think about which tractor will travel down the hill quickest.

Practitioners supervise the children effectively and are aware of when to join in their playing and embrace any opportunities to support the learning. The new procedures for observing and assessing the children's development are developing well and practitioners use the information well to plan next steps in the children's learning. As a result, practitioners discuss sensibly with the children how to improve their work and develop independence.

Advantageous use is made of the village, where practitioners walk with the children to the church, visit the park and observe nature. These opportunities are beginning to create a valuable appreciation in the children of their surroundings.

Practitioners place a positive emphasis on developing children's spiritual, moral and social skills. They celebrate diversity appropriately by studying particular festivals, such as the Chinese New Year. They promote Welsh culture successfully by celebrating Saint David's Day and the history of Santes Dwynwen.

Environment:

Leaders ensure a safe and clean environment for the children. Access to the building is via a secure door and the outside gate is kept locked during operating hours. Visitors are asked to sign in promptly and detailed records are also kept in the school and in the service. The building's maintenance records are up to date and practitioners ensure that fire drills are conducted regularly. Practitioners ensure that they check and clean resources regularly. Leaders and practitioners produce thorough risk assessments for the children's areas and activities. For example, by ensuring that the lunch tables kept in the room are secure.

The quality of the environment offers good opportunities for children to play and learn both within the building and outdoors. For example, they have a wooded area which includes a mud kitchen and space to sit and socialise. Leaders provide suitable toilet facilities within the building which ensure opportunities to respect children's privacy when washing. The outdoor area enables children to develop their physical, creative and investigative skills. For example, the children enjoy being imaginative in the outdoor wooded area.

Practitioners keep resources at a low level to enable the children to choose independently and follow their individual interests. Consequently, the children are beginning to get used to fetching and returning equipment to the appropriate places. The furniture, equipment, toys and resources are appropriate and of a high standard, and they are well-maintained. In addition, the children's personal and social development is promoted effectively through access to multicultural toys and books.

Leadership and management:

The responsible individual, leader and management committee have a positive vision and ensure that efficient processes focus directly on creating ongoing improvements to the setting's procedures. The vision is based on ensuring a high quality service is delivered for the children in relation to their well-being, care and learning in a familiar, happy and Welsh environment.

The setting complies with the child minding and day care regulations and meets the national minimum standards.

The management committee has appropriate arrangements for monitoring the work of the setting. They validate the decisions made by the responsible individual and the leader regularly, to identify the setting's strengths and areas for improvement. These procedures secure reliable targets such as improving the provision to extend the children's creative and physical skills by buying new equipment. As a result, the children's physical skills and confidence are developing well.

A positive culture of self-evaluation permeates throughout the setting's work. Leaders ensure full consideration is given to the views of everyone involved with the setting, and there are regular discussions with parents, the local authority and support organisations, to improve the provision and children's experiences. For example, they listen carefully to the support officers in relation to developing the observation and assessment practices in order to better identify successes and next steps in the children's development.

The leader and management committee have followed safe, robust and timely recruitment processes. They have an appropriate system of supervision and appraisal that leads to agreed targets.

Leaders prioritise budget and grant expenditure against targets effectively and allocate resources wisely. This ensures that practitioners are qualified and receive relevant training, to meet the children's needs purposefully. For example, practitioners have received training in relation to implementing different aspects of the Curriculum for Wales. As a result, the setting's decisions promote exciting and valuable experiences for the children.

The setting has a range of beneficial partnerships with the children's parents and carers and with a range of local organisations such as the church and chapel and with residents of the local community. They work effectively with partners to improve the provision and the children's outcomes.

Practitioners have a successful relationship with the local school. They share good practice and expertise and share the site intelligently. This prepares the children effectively for the next step in their education.

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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Publication date: 28/03/2023

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.

Date Published 28 March 2023