



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

A report on

Cylch Meithrin Felinfoel

**Integrated Children's Centre
Ysgol y Felin
Ynyswen
Felinfoel, Llanelli
SA14 8BE**

Date of inspection: November 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Felinfoel

Name of setting	Cylch Meithrin Felinfoel
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Rhian Davies & Helen Wynne
Person in charge	Mair Billington
Number of places	24
Age range of children	2-4 years old
Number of 3 and 4-year-old children	9 who are 3 years old
Number of children who receive funding for early education	9
Opening days / times	Monday to Friday from 9.00 – 11.30 and 12.15 – 14.45
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.
Date of previous CIW inspection	This is the setting’s first inspection following its registration as a Charitable Incorporated Organisation.
Date of previous Estyn inspection	February 2015
Dates of this inspection visit(s)	08/11/2022
Cylch Meithrin Felinfoel is situated on the grounds of the primary school in the village of Felinfoel on the outskirts of Llanelli, Carmarthenshire. The area is relatively disadvantaged. A few children come from Welsh-speaking homes and a very few speak English as an additional language. A very few have additional learning needs.	

Non-compliance

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

Recommendations

R1 Strengthen fire drill records

R2 Ensure that practitioners encourage children to respond regularly in Welsh,
where appropriate

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 feel happy at the setting and have settled well there. Most settle quickly on arrival and transfer from their parents or carers without fuss. They smile as they arrive and leave the setting. The very few children who are uncertain and anxious relax very quickly once they are comforted by practitioners.

Nearly all children listen well to instructions. For example, they stop their activities without fuss when practitioners say that it is time to tidy up. Children form a positive relationship with practitioners and their peers.

Children have a strong voice and make decisions about what they would like to do. Nearly all move confidently and independently from one play area to another and choose toys and appropriate equipment successfully. For example, one children uses a magnetic tool to collect the metal discs before placing them on a number line. They also choose to sit next to their friends during snack time and circle time. They are familiar with the daily routines and engage actively in the activities that are available to them. For example, children self-register as soon as they arrive by placing their picture on the tree.

Most children behave well. They take turns and share resources maturely, for example by sharing the shapes when building a castle. While playing outside, children take turns to go on the large spinning toy and when pushing the vehicles down the cardboard pipe.

Most children have begun to make friends and form positive relationships with their peers. For example, they give each other a hug during circle time. Most enjoy their play and learning activities. They express their enjoyment regularly by smiling and laughing. For example, they are happy and enthusiastic when weighing and measuring ingredients to bake biscuits and when adding colour to the rice and mixing it to make the shape of a poppy. Most children develop their physical skills effectively by using a good range of equipment that is provided for them. They persevere and concentrate for appropriate periods when climbing and balancing on adventure equipment outdoors. Most develop their independent skills well when pouring their drink, choosing fruit from a bowl and spreading butter on toast during snack time. Nearly all children also wash and dry their hands and put the paper towel in the bin independently.

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 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:

There is a very natural and close relationship between practitioners and children. Practitioners know the children very well, respect their interests and preferences and

respond appropriately to their personal requirements. They allow the children to select their own activities and resources both indoors and outdoors. They intervene appropriately by questioning them skilfully to try to broaden their understanding of the specific skills that arise naturally in the task, where appropriate.

Practitioners communicate well with the children, celebrate their successes regularly and praise them, where appropriate. They give children opportunities to be independent by choosing the 'helper of the day', who is responsible for providing the group with plates during snack time and helping practitioners during circle time. They provide regular and useful opportunities for children to develop their independent skills. For example, practitioners encourage children to tidy resources and equipment after their activity, before encouraging them to pick up and carry a chair to the corner independently during circle time.

Practitioners provide a wide range of interesting activities and experiences that develop children's ability to complete activities meaningfully and with care. They are positive role models. They ensure that children understand that they need to take care when handling a knife to chop vegetables in the playhouse and when using scissors to cut an outline of a poppy to make a wreath.

Practitioners work together closely to meet the children's needs. They work with parents and carers to develop and support children emotionally, socially and developmentally. Leaders and practitioners have a sound understanding of how to identify and support children with additional learning needs, where necessary.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Nearly all practitioners have a very good understanding of child protection procedures and are completely aware of their responsibilities. They complete efficient risk assessments and follow very thorough procedures to ensure careful supervision in relation to the children's health and safety. They promote healthy eating and drinking successfully by providing the children with a healthy and nutritious snack. Practitioners keep thorough records of accidents and incidents which are signed by practitioners and parents. They conduct regular fire drills so that the children familiarise themselves with these arrangements. However, records of fire drills do not identify in enough detail any challenges that were experienced during the drill.

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

Practitioners provide stimulating and interesting opportunities for the children and provide rich and natural opportunities for them to develop their curiosity continuously. They encourage the children to guide their own learning fairly successfully by providing opportunities for them to choose which challenges they would like to try and by giving them the freedom to move from one activity to another, both indoors and outdoors. Practitioners work together successfully to plan these activities, which are based on the requirements of the Curriculum for Wales. They have recently placed a clear focus on responsive planning by taking advantage of appropriate opportunities that arise naturally during play to develop specific skills. For example, they encourage the children to count biscuits when putting red icing on them. They consider the children's interests when preparing challenges for them and build

directly on their previous knowledge and understanding continuously. This ensures that planning has appropriate progression.

Practitioners develop children's numeracy skills, information and communication technology (ICT) skills and their listening, reading and early writing skills effectively. They also make regular attempts to provide specific opportunities for children to hear and use Welsh vocabulary and phrases. These include simple and familiar commands and instructions during snack time and circle time. They promote children's awareness of Welsh traditions and celebrations effectively, for example by singing Welsh songs and celebrating St David's Day and St Dwynwen's Day. However, practitioners do not always encourage children sufficiently to respond in Welsh by translating their responses and repeating the appropriate Welsh word to them continuously. As a result, many children's spoken Welsh skills continue to be basic.

Children's spiritual, moral, social and cultural development is promoted well. Practitioners provide wonderful activities that encourage the children to be curious and to value the wonders of the world in a variety of contexts. For example, they provide opportunities for children to plant bulbs, discuss the seven hibernating animals and to observe multicoloured leaves in the autumn and the red petals of a poppy around the time of Remembrance Sunday.

Practitioners focus on encouraging honesty, fairness and respect in all of their activities and ensure that children understand that they need to treat each other, their environment and their resources with care. This is very evident as they take turns during snack time and listen to each other's stories during circle time.

Practitioners engage successfully with parents and carers to seek their views about their children's strengths and interests, along with any areas they consider that need to be developed. All practitioners understand their roles well as key workers for groups of children and contribute beneficially to updating progress records in the form of a learning pathway for each child regularly. They observe and assess children regularly to identify the next natural steps for them. These findings are used appropriately to plan beneficial activities and learning and play opportunities that meet the needs and interests of most pupils, including those with additional learning needs.

Environment:

The setting is safe for the children. The environment is of an extremely rich quality and provides valuable opportunities for children both inside and outside the building. Practitioners organise interesting areas and provide exciting experiences for the children. The room is light and attractive and the outdoor area is colourful. By displaying and celebrating children's work on the walls in the room, practitioners create a sense of pride and belonging for the children and create a welcoming ethos for everyone who visits the setting. The doors from the main room to one of the outdoor areas is open throughout the session and, as a result, children choose where they would like to play. The outdoor area provides exceptionally good and exciting opportunities for children to play and learn. A wide variety of purposeful activities and equipment is available to them, including a climbing frame, a sand pit, a construction area and a performance stage. Practitioners ensure that the outdoor area is used daily as an integral part of provision.

Leaders and practitioners provide a variety of rich and specific activities and resources for the children to develop their skills and knowledge. Resources are suitable and appropriate for the children's ages and the areas include purposeful items that enrich play, such as using real vegetables and equipment in the role-play area. The indoor and outdoor resources are of a very high quality, are clean and easy to reach, which enables the children to make choices independently. The wide range of resources promote the children's awareness of cultural diversity and equal opportunities successfully. For example, dolls from different cultures and characters and resources that promote equal opportunities within the children's reach continuously. Practitioners follow effective procedures to keep the environment and the equipment clean and in an appropriate condition.

Leaders ensure that there are effective safeguarding procedures in place. Risk assessment are appropriate and up to date and identify, reduce and prevent the risk to children. Practitioners ensure that children are supervised carefully in a secure environment.

Leadership and management:

Leaders have a clear vision for the setting. This is based on ensuring that staff work together as a community to create a happy and safe environment that focuses on the children's needs. They convey this vision successfully and ensure that practitioners work together effectively in a happy environment.

Leaders respect and appreciate the work of the practitioners. They consider their views, support them well and give them rich opportunities to develop professionally. This enables them to do their best for the children and comply with the vision.

The responsible individuals have a sound knowledge and understanding of what happens from day to day. They visit frequently and communicate regularly with the leader to enable them to support her effectively. Together, they promote good practice in terms of teaching and ensuring that the environment is a safe and caring one for the children.

The setting complies with regulations and meets the national minimum standards. The statement of purpose is clear and provides parents/carers with sufficient information to make the correct choice about their children's care.

Leaders have suitable procedures to evaluate the setting's work. These include all practitioners. They identify correctly what is effective along with the areas for improvement. The setting's arrangements for planning for improvement are clear and ensure that practitioners understand the steps that need to be taken to ensure improvement for each priority. For example, they have recently refined the opportunities that are available for children to make marks, which has increased their confidence in practising their early writing skills.

There are sufficient practitioners with relevant qualifications and experience of working with young children and they are organised well. Their roles and responsibilities are clear, there are good ratios of adults to children and suitable contingency plans in case practitioners are absent. There is an effective system of supervising and evaluating practitioners each year, which leads to appropriate agreed targets.

The setting has a successful record of working with a variety of partners to improve children's health, learning and well-being. These include the local primary school with which it shares a building, organisations and officers who support the work of nurseries and the community nurse.

The setting shares important information regularly with parents about its policies and procedures by conducting face-to-face meetings with them before their child begins there. They also keep them up to date by using a termly newsletter, a closed social media platform and by talking to them at the beginning and end of the session, where necessary.

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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