



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

**A report on**

**Meithrinfa Camau Bach  
Canolfan Integredig MM  
Boulevard San Briec  
Aberystwyth  
Ceredigion  
SY23 1PD**

**Date of inspection: January 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Meithrinfa Camau Bach

Name of setting	Meithrinfa Camau Bach
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Dr Gwenllian Lansdown Davies and Leanne Marsh
Person in charge	Debbie Benjamin
Number of places	75
Age range of children	6 weeks to 8 years old
Number of children funded for up to two terms	3
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 8:00am to 6:00pm 51 weeks a year
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, or who may use the service, in terms of the Welsh language and culture.
Date of previous CIW inspection	04/07/2017
Date of previous Estyn inspection	17/06/2013
Dates of this inspection visit(s)	29/01/2019
Additional information	English is the main language spoken at home by most children.

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

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

## **Recommendations**

- R1 Ensure that all practitioners understand and implement all of the setting's policies consistently
- R2 Strengthen self-evaluation processes and staff supervision in order to identify important areas for improvement

## **What happens next**

The setting will produce an action plan to show how it will address the recommendations.

## Main findings

### **Wellbeing: Good**

Nearly all children are happy when they arrive at the setting and cope well when leaving their parents. They settle quickly and go straight to their activities without fuss. They have a wonderful relationship with practitioners and know that they can approach them for support, if necessary.

Nearly all children express their feelings clearly. The children's wellbeing is promoted purposefully as they make effective decisions and choices about their play and learning. For example, most of the youngest children go to toys of their choice and do so confidently and without guidance. Around half of children ask for more food or drink confidently during meal times. Most of the oldest children play an active part in discussing their interests and favourite things when planning the term's theme jointly with practitioners. Across the setting, many of the children contribute effectively towards making improvements to provision. For example, they self-evaluate the environment by using cards to convey their favourite areas and are given an opportunity to express their opinion informally.

Nearly all children behave well. They are respectful, share resources and are beginning to take turns successfully. Most take pride in each other's successes. For example, children smile and clap to applaud one of their peers for pairing shapes. The youngest children are very patient as they wait for long periods for their food at lunchtime.

Most children are becoming increasingly independent and their problem-solving skills are developing appropriately. For example, children eat and drink independently and the older children recycle materials, wash their hands and go to the toilet independently. Most of the oldest children are very independent when undertaking interesting activities and learning experiences. They are very willing to investigate and discover for themselves, and work successfully with their peers.

Nearly all children treat each other with respect while playing. They interact effectively with each other and are very willing to work on tasks highly independently for appropriate periods of time. For example, they go to the art corner to paint a picture and match colours with counters.

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

There is no report on learning because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, who can be reported on without identifying individual children.

### **Care and development: Good**

On the whole, practitioners promote children's health and safety well. All children are encouraged to take part in various schemes that promote healthy lifestyles effectively, for example by brushing their teeth and through regular yoga sessions. Practitioners ensure that children have access to healthy food and provide valuable opportunities for them to develop their physical skills outdoors.

The setting has appropriate arrangements for managing children's behaviour. Overall, most practitioners make effective use of positive behaviour strategies to manage children's behaviour. However, a very few practitioners do not implement these strategies consistently enough. Most have an effective understanding of how and when to intervene in activities to develop and extend children's play and learning. For example, during a counting activity, practitioners question effectively to encourage children to think and challenge them to learn. However, practitioners do not always take advantage of opportunities to promote children's independent skills, for example by acting as helper of the day during snack time.

Overall, practitioners implement the setting's safeguarding and hygiene policies and procedures well. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. However, a very few practitioners are not always consistent enough when implementing some policies. The setting has robust procedures in place to ensure fire safety, although practitioners do not conduct fire drills regularly enough to ensure that all children are aware of the procedure to follow in an emergency.

Nearly all practitioners know the children well and have a sound understanding of their individual needs, abilities and wishes. There are appropriate arrangements in place to identify children with additional needs, medical needs or behavioural needs. Practitioners are very willing to work with other agencies in order to meet children's needs, for example when implementing a programme by a physiotherapist to develop children's fine motor skills.

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

Practitioners plan a wide range of interesting learning experiences that engage nearly all children's interest successfully. They use children's ideas skilfully in order to plan activities that reflect their interests and build on what they know. A strong feature of provision is the effective use that is made of the local community to support learning by visiting places of interest, in addition to inviting visitors to share experiences with children. An effective example of this is visiting the lifeboat station and listening to a paramedic talk about his work as part of the theme of 'People who help us'. Regular visits to the library, in addition to the nearby day centre, reinforce children's awareness of their local area successfully. Practitioners plan rich experiences to develop children's spiritual, moral, social and cultural skills.

Practitioners record and discuss children's outcomes regularly in order to plan purposeful activities to meet their needs effectively. They make good use of initial assessments and the foundation phase framework when planning. As a result, practitioners have a sound understanding of what the children are doing well and what needs to be developed. This ensures that they plan a range of learning experiences that develop children's skills systematically across the learning areas.

Good attention is given to developing children's skills in an engaging and effective way. Practitioners make good use of nursery rhymes, songs, stories and daily routines to develop children's language skills soundly. They plan skilfully to develop children's numeracy skills through practical learning experiences, which encourage them to experiment and discover for themselves. A good example of this is activities

such as counting and placing colourful cotton balls on the snowman with small tongs, which develops children's numeracy skills and fine motor skills in an engaging way. Practitioners plan appropriately to develop information and communication technology (ICT) skills, for example by using apps to make a picture of faces and by controlling a programmable toy when collecting clothes and natural objects to complete a picture of a snowman.

Practitioners have a wonderful working relationship with children, and know when to intervene and when to let them investigate and discover for themselves. They model spoken language appropriately and reinforce language patterns and familiar vocabulary soundly throughout the session. This, in addition to activities that promote the Welsh dimension, ensures that there is a strong Welsh ethos. Practitioners question children skilfully in order to expand their understanding and develop their thinking skills successfully. They set interesting challenges for children in order for them to develop these skills and practice solving problems, for example by deciding how to get a penguin out of a block of ice.

### **Environment: Good**

Practitioners provide a safe, attractive and welcoming environment that is very fit for purpose. The environment is stimulating and includes purposeful displays that reinforce learning and celebrate children's work successfully.

Managers and practitioners have a sound awareness of safeguarding issues and produce comprehensive and rigorous risk assessments to ensure children's safety. There are effective procedures at the end of the day to ensure that children leave with a parent or recognised carer.

Practitioners use the environment skilfully to provide valuable opportunities for children to take risks when learning. The learning environment across the setting is purposeful and provides good opportunities for children to explore and learn. Overall, practitioners have established effective corners and learning areas that provide beneficial opportunities for children to develop their basic skills. However, a few rooms do not provide sufficient purposeful areas for children to use mark-making resources independently.

Practitioners make beneficial use of the rooms inside the building, including the sensory room and the creative room. A wide variety of good quality resources is available and they meet children's needs successfully. The room for children over three years old provides purposeful learning opportunities for children, for example by role-playing in the cafe and the igloo. Many resources are kept in labelled boxes in order to encourage children to fetch them and put them away independently. This enables children to make choices about their learning and play well. Recently, the setting has developed the outdoor area successfully to provide purposeful provision for children; for example, the pirate ship and investigation areas provide an opportunity for children to develop their creative and physical skills well.

### **Leadership and management: Good**

Leaders have a clear vision that is based on providing service of a high standard in terms of wellbeing, care and Welsh-medium education. They convey this effectively

to all practitioners, parents and the wider community. The leader and manager work together successfully to realise this vision and lead by example. They set high expectations in terms of ensuring that all staff are committed to creating a caring ethos and a stimulating environment for children. As a result, leaders have ensured obvious improvements in provision since being appointed. They meet with the room leaders regularly in order to discuss the setting's life and work. This ensures that all members of staff are able to give their opinions through their leaders and receive important information about the setting's priorities.

Leaders ensure that there is a suitable supply of qualified staff to work with the wide range of children who attend. There are appropriate processes in place to ensure that staff understand their roles and responsibilities, and make a valuable contribution to achieving the setting's strategic aims and objectives. Leaders implement arrangements to supervise and evaluate practitioners' work appropriately in order to set suitable targets for them. However, evaluations that derive from first-hand observations are not always specific enough in terms of identifying aspects of the quality of care and teaching that are in need of improvement. Leaders organise beneficial training for practitioners, which is relevant to their work, by attending external courses and conducting closed days for all staff. This contributes well to staff's professional development, and improves the quality of provision and children's achievement.

Leaders have robust self-evaluation arrangements and give good consideration to the views of parents, staff, children and external agencies as part of the process. As a result, they have a clear understanding of strengths and areas for improvement across the setting. They evaluate progress against the targets in the improvement plan regularly in order to prioritise the next actions. These effective self-evaluation arrangements have ensured obvious improvements over recent years, for example the use of the outdoor area to enrich children's learning.

The wide range of valuable partnerships, working successfully with practitioners and leaders, has a positive effect on provision and children's standards. Leaders and practitioners work effectively with parents by holding open evenings, sharing information about important events and reporting on their children's development. The beneficial relationship with local schools ensures that children transition smoothly. Beneficial meeting between teachers and practitioners to discuss children's requirements before they leave the setting support this successfully.



## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

**This document has been translated by Trosol (Welsh to English).**

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