



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

A report on

Cylch Meithrin Eglwys Newydd

**The Scout Hall
Penlline Rd
Whitchurch
CF14 2AD**

Date of inspection: December 2023

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Eglwys Newydd

Name of setting	Cylch Meithrin Eglwys Newydd
Category of care provided	Sessional day care. Changed to full day care during the inspection.
Registered person(s)	Nia Macqueen
Responsible individual (if applicable)	
Person in charge	Clare Loveluck
Number of places	24
Age range of children	2-5 years old
Number of 3 and 4-year-old children	20
Number of children who receive funding for early education	0
Opening days / times	Monday to Thursday: 09:30 to 15:15 Friday: 09:30 to 13:00
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 and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	07/03/2018
Date of previous Estyn inspection	January 2018
Dates of this inspection visit(s)	05/12/2023
A few children come from Welsh-speaking homes.	

Summary

Theme	Judgement
Wellbeing	Excellent
Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting)	
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	Excellent
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that practitioners intervene in a timely manner to challenge all children appropriately
- R2 Strengthen organisational arrangements to ensure that up-to-date documentation is in place

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

CIW and Estyn will invite the setting to prepare a case study on its work in relation to Cardiff Local Authority, to be disseminated on their websites.

Main findings

Well-being: Excellent

Nearly all children are happy, enthusiastic and confident on arrival at the setting. Children are the focal point of the setting and have a very strong voice across all aspects of their experiences. They contribute very effectively to the planning process by adding to the ideas board, for example by suggesting that a tiger should be invited to come to tea at Christmas time after sharing a story about the tiger that came to tea. Daily sessions are held with small groups of children so that they have more opportunities to discuss and develop their vocabulary, such as discussing the weather and their feelings. As a result, nearly everyone knows that they have a voice and that their wishes will be respected.

Nearly all children cope exceptionally well when they separate from their parents and carers. They are given very effective opportunities to express their feelings regularly. For example, children use the feelings wall and a character, which supports them to respond to their concerns. Children are aware of their rights and are a key part of the process of creating rules that keep them safe. Kindness is celebrated regularly as children and practitioners recognise qualities in each other and this is celebrated by appointing kindness heroes. Each piece of the children's artwork is unique and

displayed artfully. Children show a great deal of pride when pointing to their unique Christmas decoration on the tree. As a result, children feel valued, happy and safe.

Nearly all children interact exceptionally well with each other and work together excellently. For example, when playing with small vehicles, a group of children organise themselves to work together highly successfully to move the soil to solve a problem. They concentrate for an increasing amount of time and congratulate each other naturally. Children develop beneficial socialising skills. A typical example of this is during the family and community sessions, when reindeer came to visit the setting. The children welcomed them by chatting informally with the visitors and joining in confidently with a festive singing and dancing session as their parents watched.

Children greatly enjoy their opportunities to play and learn and motivate themselves in their chosen activities. In the role-play kitchen, they enjoy making mint tea by tearing mint into the tea. They talk and laugh naturally in their role-play activities while talking over a cup of tea.

Nearly all children develop very effective independent skills. They move confidently from one area to another, including the outdoor area. Children take particular responsibility for their personal hygiene and wash their hands often at the washing station that is available to them in the play areas. They develop new skills confidently. For example, under supervision, they are given opportunities to use authentic tools, such as a hammer and nails and to climb and tie a rope to make a shelter in the forest.

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. This is 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, to report on without identifying individual children.

Care and development: Good

Practitioners keep children safe and healthy. They ensure that appropriate first aid resources are available at the setting and during visits. Practitioners have an appropriate first aid certificate to ensure they are qualified to deal with accidents. Practitioners have a very good understanding of child protection procedures and are fully aware of their responsibilities. Practitioners keep records of accidents which include the signatures of practitioners and parents. They also keep records of incidents and concerns and are in the process of updating the recording system to ensure that individual records are available. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. They promote healthy lifestyles by providing a healthy snack and hold yoga sessions with the children regularly.

Practitioners follow the behaviour policy and set a good example of positive behaviour. They praise the children often, which has a positive effect on developing their self-confidence and their understanding of respecting each other. All

practitioners use positive language with the children, which also promotes good behaviour and support children to manage their choices effectively.

Practitioners use personal and social assessments and gather information to get to know the children. These assessments support practitioners to understand why children react differently and how they can support each child's individual needs. Practitioners work with parents and agencies to support any child who is vulnerable or has additional needs.

There is a very close relationship between the practitioners and children. They know the children exceptionally well and respect their wishes and preferences. Many practitioners use Welsh regularly to immerse and reinforce language patterns with the children and a majority introduce them to new vocabulary. Practitioners promote children's understanding of the importance of treating people from all backgrounds with respect and tolerance effectively. They are sensitive to children who choose not to undertake particular tasks by letting them choose their own path. For example, during a singing session, practitioners do not force children to sit and join in. Instead, the children join in their own time. Practitioners plan actively and effectively to pursue children's interests. For example, they respond to some children's requests to make a clothesline on which to hang Father Christmas's clothes.

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 adapt activities effectively to meet their individual needs. A good example of this is how practitioners give children opportunities to share their ideas on the '*Dyna syniad da*' ('That's a good idea') noticeboard. They place children in small groups when they arrive at the setting, which provides a beneficial opportunity to discuss how they feel and what they would like to do during the session. As a result, children are allowed to make personal choices about their learning and play. This is also a worthwhile opportunity for children to take turns and show empathy towards their peers. However, practitioners do not always keep plenary sessions short enough to hold the children's interest in their work.

Practitioners respond to children's lived experiences by planning engaging learning experiences that promote curiosity. For example, following a child's visit to see the famous painting of waterlilies in France, practitioners have created a pool in the outdoor area, in addition to planning opportunities for children to create pictures and visit Cardiff Museum to enjoy pictures by other artists. Practitioners provide beneficial opportunities for children to learn where their food comes from. For example, they learn how to take care of chickens and use the eggs to cook scrambled eggs. This makes a valuable contribution towards their understanding of nature and how to stay healthy.

Practitioners ensure beneficial opportunities for children to develop their literacy and numeracy skills in the indoor and outdoor areas. A telephone box is provided where children are given a purposeful opportunity to develop their communication skills and use numbers while calling well-known characters, such as Jac y Jwc. Practitioners

also hold a daily yoga session with the children, which has a positive effect on their physical and communication skills, for example by listening to clear instructions from the leader on how to move their bodies. Practitioners plan suitable learning experiences to develop children's ICT skills, including using torches in their play.

Practitioners celebrate children's Welshness very effectively. They research traditions, such as love spoons, and make use of the local area to provide valuable experiences to learn about Welsh history. A good example of this is visiting St Fagans folk museum to learn about historical life in Wales. Practitioners take advantage of the children's diverse background to provide a good range of excellent experiences that nurture their spiritual, moral, social and cultural skills. For example, they invited the grandmother of one of the children to visit the setting to cook noodles and sauce to celebrate the Chinese New Year. Children were given a valuable opportunity to taste the food and make cards and decorations for the celebration.

Practitioners have up-to-date information about child development and promote their language very effectively. They provide a stimulating and challenging environment, both indoors and outdoors, which encourages engagement, participation and enjoyment. Practitioners move around these areas appropriately to observe children in their learning and play. Occasionally, many practitioners spark the children's interest and curiosity by role-playing with them. However, practitioners do not always take advantage of valuable opportunities to interact and question the children effectively to move learning and play forward.

Practitioners assess children's needs purposefully when they start at the setting. They observe them regularly to identify their strengths, their areas for improvement and their progress effectively. The leader and practitioners use this information purposefully to plan the next steps in their learning and development. This has a positive effect on children's progress and well-being.

Environment: Excellent

Practitioners ensure that children are safe and prioritise assessing risks in the indoor and outdoor areas and specific activities. This has a positive effect on children's development by enabling them to take risks and engage in new experiences. Practitioners ensure that systems for admitting visitors and admitting and collecting children at the end of sessions are thorough. They hold monthly fire drills and vary their timing. As a result, nearly all children are given an opportunity to familiarise themselves with the arrangements to be followed in an emergency. Practitioners ensure that the setting is clean and organised and very well maintained. Leaders work with the owners of the building to complete all maintenance work on the build and to service utilities and equipment.

The quality of the environment is of a superior standard and provides very valuable and challenging opportunities for children. Practitioners ensure that the environment is welcoming and interesting and celebrates the children's creativity and diverse backgrounds. This creates an exceptional sense of self-worth and belonging among the children. Practitioners implement a highly effective system to set out the room for children on a daily basis. The setting is required to clear the resources away at the

end of the day as it shared a building with the community. Practitioners take advantage of this challenge by taking daily opportunities to vary the areas and include the children's regular ideas about the different areas they would like to see. As a result, children are given extensive opportunities to guide their environment as the children's voice is strong. Furniture, equipment, toys and resources are of a high quality and standard and are well maintained.

Practitioners provide stimulating play and learning areas, which include quiet areas and role-play areas, opportunities for children to investigate and inquire and activities that have a very strong effect on their imagination. Practitioners ensure that an extensive selection of interesting and exciting resources and equipment are available to children. The outdoor area provides excellent opportunities for children to develop their imagination and creative skills. Practitioners use the large natural area around them effectively to provide children with a range of extensive experiences such as cooking various foods outdoors, story time and singing in the forest. They give children the opportunity to be alone if they feel the need, by providing a number of comfortable quiet areas. Extensive use is made of re-purposed materials and practitioners ensure that children are very familiar with using and moving these to support their imaginative play, for example using wooden pallets and seats without legs to create Father Christmas's sleigh. As a result, children are given exceptional opportunities to develop their skills independently.

Leadership and management: Good

The leader succeeds in creating an extremely homely and inclusive ethos where children, practitioners and parents feel valued. The children's voice is at the heart of all decisions that are made. The leader has a very clear vision, which is shared effectively with practitioners to ensure high and consistent expectations of practitioners and children. There is a sense of a positive ethos of co-operation where staff support each other well. The statement of purpose was updated during the inspection to ensure that it was a clear reflection of the service. However, leaders do not always ensure that the most up-to-date statutory documents are shared with all stakeholders.

Practitioners have relevant qualifications and experience to take care of the children. They are given beneficial opportunities to develop professionally. This is an aspect that is promoted and managed effectively by the leader. Practitioners' strengths are recognised and used to enrich provision. For example, a practitioner who has received training in using the forest area supports the children's skills and understanding of nature.

The setting has comprehensive self-evaluation arrangements which ensure that leaders have a sound understanding of strengths and areas for improvement. Leaders also use reports from other agencies purposefully to plan for improvement. As a result, leaders ensure strong progress against purposeful improvement priorities, which has a positive effect on provision and children's development.

Leaders and practitioners manage resources exceptionally well. They follow safe, robust and timely recruitment processes. Practitioners have relevant job descriptions

and qualifications for working with young children. Through daily discussions, practitioners are aware of their day-to-day roles, for example when setting up and packing away at the beginning and end of each session.

The setting has an effective relationship with the local authority and supporting organisations. Leaders take advantage of innovative professional development opportunities with the support of the local authority. A good example of this is observing effective practice over time at another setting. The setting also provides valuable support to the community and other settings, for example by supporting other settings by sharing effective practice in setting up and packing away on a daily basis in public buildings and purposeful planning for the learning and play environment. There is also a positive link between the setting and the local school. They transfer children to the school each day and, as a result, children make a successful transition to primary education.

Practitioners talk to parents and carers at the door regularly to share information about their children's progress and share any concerns they may have. A good example of this is the way in which leaders invite families to stay and play with their children when they start at the setting. The committee works together diligently to support the setting by organising regular fundraising events.

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

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

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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
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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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