



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

**A report on**

**Cylch Meithrin Bancyfelin**

**Neuadd Bancyfelin  
Bancyfelin  
Carmarthen  
SA33 5NB**

**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.**

## Cylch Meithrin Bancyfelin

Name of setting	Cylch Meithrin Bancyfelin
Category of care provided	Sessional day care
Registered person(s)	Gill Lewis
Responsible individual (if applicable)	
Person in charge	Gill Lewis
Number of places	24
Age range of children	2 – 4 years
Number of 3- and 4-year olds	4
Number of children funded for early education	4
Opening days / times	Tuesday 9.15am – 11.45am Wednesday to Friday 12.45am - 3.15pm
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	July 2018
Date of previous Estyn inspection	January 2015
Date(s) of this/these inspection visit(s)	09/11/2022
Additional information	

## **Non-compliance**

No non-compliance was identified during this inspection.

## **Recommendations**

R1 Extend opportunities for children to play and learn independently.

R2 Ensure that learning opportunities allow children to develop their skills fully.

## **What happens next**

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

## Main findings

### Well-being:

Nearly all the children have strong voices, and make choices and decisions confidently when playing. Most move between different activities confidently and follow their personal preferences effectively. For example when playing in the food shop or creating a pattern out of colourful stones. They are happy to ask a question or inquire about something as they get a good response from practitioners.

Nearly all children are happy and comfortable in the care of practitioners. Most children arrive at the setting contented and cope very well when separated from their parents and carers. The less confident children are supported by practitioners to help them settle. Almost every child is entirely familiar with the daily routines. For example, the children immediately go to the carpet after tidying up and form a train-like line when going to the facilities to wash their hands before having their snack.

Most of the children are very well behaved during free play and group activity sessions. Many share resources well, and are beginning to understand how to take turns successfully, for example by working effectively together in the role play area when buying and selling good in the shop. Most children form positive relationships with practitioners and their friends and approach practitioners to share their play or to be comforted.

Almost all children enjoy their play and learning activities, and sing during their play, as they create a castle made of blocks. They enjoy moving from one activity to another, and persevere and concentrate for extended periods. For example, they take delight in playing in the sand pit and mud kitchen when creating various foods.

Nearly all children enjoy learning new skills while experimenting with a wide variety of stimulating play opportunities. They are offered a good choice of free play opportunities in the main playroom and in the outdoor areas. Most children develop very good independence and self-supporting skills. For example, most children are able to put their coats and wellington boots on themselves. They use the toilet confidently, and wash and dry their hands unprompted.

### 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 provide good care and support for children. They implement appropriate policies to promote healthy lifestyles. Practitioners promote children's health and well-being effectively. They offer healthy and nutritious snacks and drinks, including

fresh fruit, milk and water. They know the children very well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in group activities. Practitioners have received training on child safeguarding, and are confident of how to act should they have any concerns about a child. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners identify risks and actively manage them. They have an understanding of their responsibilities and provide suitable opportunities for children to develop in an age- and ability-appropriate manner. In addition, they follow procedures for recording accidents or injuries appropriately. Practitioners understand the behaviour management policy, and act as good role models. They listen to children's views, and respond well to them verbally and non-verbally. Practitioners' interactions with the children are positive, showing warmth and kindness. They form a very close working relationship with the children. Consequently, the children regularly follow practitioners' instructions. For example, the children go about tidying up without any fuss and are thanked for their cooperation. Practitioners are sensitive to the needs and experiences of individual children.

Practitioners promote children's play, learning and development very effectively. They ensure the children feel comfortable and happy, discussing play opportunities with the children and asking open-ended questions very skilfully. For example, after making dough, practitioners ask the children what was used to make the dough. Practitioners follow effective processes for identifying and supporting children's individual needs, including children with additional learning needs.

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

Practitioners provide a balanced and interesting curriculum and jointly plan effectively to promote children's learning through a variety of practical activities. They question the children skilfully and follow the children's interests with understanding. For example, the children have independent opportunities to build a rocket using three-dimensional shapes and collect acorns and count them into a wheelbarrow. However, practitioners do not provide enough periods where children can play and learn independently.

Practitioners have purposeful discussions with the children, and combine their assessments deliberately, to plan appropriate next steps in individual children's learning. They use the assessments effectively to provide useful information about the children's achievements to their parents and carers. This is done via social media, verbal discussions and in digital booklets.

Practitioners plan interesting opportunities to develop the children's literacy, numeracy and digital skills. They extend their understanding by motivating them to succeed when playing, for example by using a microphone on stage to sing rhymes. In addition, they urge the children to paint and describe fireworks exploding and to follow patterns when threading different reels and shapes onto string. Practitioners effectively prompt the children to make marks with a pencil in a notebook when noting a telephone message, and encouraging them to use money to buy goods from the role play shop.

Practitioners succeed in inspiring the children to develop a wide range of skills. Practitioners' sensible teaching methods support the children to cooperate purposefully, which has a positive impact on their knowledge and understanding. They provide entertaining activities that enable the children to venture and develop good cognitive skills. For example, they challenge the children to roll coloured balls down channels to create multi-coloured lines and mix cement and gravel in the building shed. However, practitioners do not always challenge the children to develop their literacy and numeracy skills to the fullest extent of their abilities. However, practitioners do not always ensure that learning opportunities challenge the children to develop their skills fully.

Practitioners intervene effectively during tasks and provide good opportunities for the children to experiment when playing, such as weighing flour on a scale to make dough. Consequently, most children develop as independent learners. For example, practitioners let the children create a fish out of colourful stones and decide how to lay the table with relevant crockery for a party, without any intervention.

Practitioners ensure that the children develop their physical activities successfully. They encourage them to ride bicycles and tractors enthusiastically and to tread carefully on an adventure trail. They provide effective creative activities such as dancing to music and waving handkerchiefs to accompany different rhythms. In addition, they encourage the children to mix water and soil in the mud kitchen to create meals, and prompt them to role play by wearing costumes and masks to create imaginary characters.

Practitioners develop the children's spiritual, moral and social skills effectively. They promote Wales' culture well by celebrating the history of Saint Dwynwen and local agriculture. Furthermore, they celebrate diversity well by studying Chinese traditions and creating Diwali lanterns.

### **Environment:**

The leader who is also the registered person, provides a suitable, secure and clean environment for children. She ensures that practitioners discharge safety precautions effectively, such as checking the outdoor area to remove dangers before children use it. The leader and practitioners complete a risk check list for every area on a daily basis and complete adequate generic risk assessments.

The environment is inclusive and every child is given equal access to all the diverse resources and activities. The environment permits children to have the opportunity to go to the toilet and use the hand-washing basins independently. The leader follows consistent arrangements in relation to the safety of the environment and regular cleaning procedures which reflect good hygiene practices. Robust infection control practices minimise any risk to children's health and safety.

The setting's principal room is welcoming and friendly, and offers an effective environment for play and learning. The leader makes good use of the room and the outdoor area to provide organised learning areas that children can use independently. For example, the role play area promotes learning experiences by offering real resources stored at a low level. Also, there is plenty of room for practitioners to support group activities well, such as yoga and dancing and

performing on stage. This supports children's skills development across the curriculum effectively. The leader and practitioners ensure children have an opportunity to use the outdoor play area every day.

The leader ensures that nearly all children can access a wide range of furnishings, toys and equipment that are age-appropriate and of good quality. For example, there are baskets and open shelves for the children to explore and a great deal of natural and home furnishings available. The leader provides some resources to stimulate the children's curiosity in wider society, promoting equality and raising awareness of different cultures. They extend the children's knowledge and development in the outdoors by offering a good range of resources that stimulate their curiosity and interest.

### **Leadership and management:**

The leader's sensible vision in relation to ensuring purposeful provision enables practitioners to operate resolutely to improve the children's outcomes. The leader has developed established leadership strategies, which focus directly on offering interesting learning experiences to develop the children's well-being and learning. Practitioners' positive and flexible approaches promote effective cooperation. Practitioners share the agreed vision of creating a pleasant environment, which leads to an effective curriculum and learning. This maintains the children's well-being and confidence successfully.

The leader operates robust self-evaluation procedures, which lead to effective targeting for improvement. These focus on creating regular improvements to further develop the setting's practices. Consequently, they identify the setting's strengths and matters for improvement well. For example, recently, they have focused on better opportunities to develop the voice of the child by using more technology.

The leader encourages practitioners to attend relevant training and adopt suggestions made by support agencies to improve their knowledge and their care practice. In addition, there are safe recruitment processes in place, and the leader sets high expectations to support practitioners in maintaining high standards. The leader and practitioners are extremely conscientious and eager to succeed in providing a provision of a high standard for their children.

The leader ensures full consideration is given to the views of everyone associated with the setting. They conduct purposeful discussions with all stakeholders, such as support agencies, to improve the provision and children's experiences. For example, they act on advice to develop planning practices and the layout of the hall, to better follow children's interests. In addition, they use social media effectively to provide up-to-date information about children's experiences and progress to their parents and carers.

The leader ensures robust pastoral care for the children, creating a heart-warming sense of belonging among the children and adults. This close-knit and supportive atmosphere motivates the children to do their best and persevere in their play and learning. The productive relationship with the local school reinforces the children's understanding of their habitat and effectively prepares them for the next step in their education. In addition, the leader has formed a range of strong relationships locally,

which offer the children pleasant experiences. For example, the children frequent a local shop to buy goods and visit a nearby farm to study the cattle.

The leader allocates resources purposefully. She uses the budget effectively, prioritising expenditure sensibly against the setting's targets. For example, she uses grants intelligently, to fund various resources, such as electronic resources, gazebos, and outdoor trails in the outdoor area.



## 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))

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