



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

A report on

Cylch Meithrin Llangwryfon

**Neuadd Santes Ursula
Llangwryfon
Aberystwyth
Ceredigion
SY23 4HA**

Date of inspection: October 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 Llangwryfon

Name of setting	Cylch Meithrin Llangwryfon
Category of care provided	Sessional Day Care
Registered person(s)	Nerys Parry
Responsible individual (if applicable)	
Person in charge	Bethan Jenkins, Louisa Evans
Number of places	15
Age range of children	2-3 years
Number of 3- and 4-year olds	7
Number of children funded for early education	7
Opening days / times	Tuesday to Friday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes. The service provides the Welsh Language 'Active Offer'. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.
Date of previous CIW inspection	10/05/2017
Date of previous Estyn inspection	March 2018
Date(s) of this/these inspection visit(s)	04/10/2022
The person in charge was appointed a week before the inspection.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Extend children's independence at snack time.
- R2 Improve opportunities for children to move independently between the building and the outdoor area.
- R3 Extend the provision of resources in the indoor play area for the children to have a wide choice of resources to develop independence.

What happens next

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

Main findings

Well-being:

Most children are very happy in their learning and play environment. They are enthusiastic and enjoy the suitable activities available to them. Most children interact very well with their peers and practitioners. They show lovely friendship towards one another.

Most children settle well, smiling and bounding towards practitioners as they arrive at the setting, and feel safe in their environment. Almost all children demonstrate a fondness towards the practitioners, approaching them happily and comfortably when leaving their parents or carers. Most children develop sound relationships with other children. For example, when sharing miniature tractors happily and choosing to share storybooks with children and practitioners confidently. Children show self-pride in their work by shouting proudly as they stick natural objects on a piece of paper and paint Autumn leaf colours with a sponge.

Most children move from one activity to another confidently, selecting activities of interest to them. They enjoy playing with mobile toys and experiment with information and communication technology (ICT) equipment. The majority of children contribute their ideas about what they are going to do, telling practitioners what they want to learn about themes such as 'the Autumn'. Almost every child self-registers and shares their feelings confidently when doing so. Most children communicate their wishes and preferences confidently. Children select cereals, drinks and a healthy snacks and choose where to sit. Most children demonstrate particularly good listening skills. They respond very well to practitioners who tell them to be careful when playing with wooden blocks. Most children demonstrate very good listening and communication skills when responding to questions from practitioners during story time.

Most children concentrate for increasing periods of time, and are very enthusiastic when playing with a mud kitchen and grocery shop role play outside. Children cook for an extended period, making cakes and 'bolognese' in the mud kitchen. They interact particularly well with other children, sharing and taking turns. Children share fruit and vegetables, chopping vegetables to make 'cawl' and others sell their goods in the shop. The majority of children help each other and cooperate well as a team. For example, when giving an electronic toy instructions to change from one colour to another. When celebrating success, most children happily take pride in being praised by practitioners with a star sticker for their craftwork or for listening well during circle time.

Around half the children develop appropriate independence skills. They lead their play, selecting activities and fulfilling tasks when role playing, sticking and building towers with blocks. Around half the children can meet their personal needs by going to the toilet and putting on their coats themselves. Most children undertake daily tasks independently, washing their hands and feeding themselves at snack time. The majority of children demonstrate the ability to use a brush and pencil maturely when painting a snail, and others make marks on digital boards following the outline of their names intelligently. Children develop good mathematical and linguistic skills in identifying colours, counting and identifying object names in books confidently.

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 were too few three or four year old children who do not receive funded education elsewhere present at the time of the inspection on which to report without identifying individual children.

Care and development:

Practitioners and children share a very close bond. They know the children very well, respect their interests, preferences and personal needs. Practitioners allow children to pick and choose their own resources indoors and outdoors. Almost all practitioners meet the children's individual needs by planning tasks in accordance with their interests. They assist the children to extend their understanding of spoken language and develop their imagination when learning outdoors. They intervene by asking questions and expand the children's vocabulary appropriately when opportunities arise. They communicate effectively and celebrate the children's achievements constantly, giving praise when a child identifies characters in a book. They give children satisfactory opportunities to be independent by choosing a 'helper' who is responsible for pouring milk and water for their peers. Nonetheless, opportunities to develop the children's independence skills during snack times are limited.

Almost all practitioner provide good support for children to develop an understanding of their emotions by giving them an opportunity to put their names on the relevant emotions and talk about their feelings. They show warmth and kindness towards children when arriving in the morning. Practitioners offer a satisfactory range of activities and experiences which develop the children's ability appropriately in the indoor area. Almost all practitioners are absolutely consistent and fair when managing behaviour and are positive role models. They ensure that children understand the need to be careful when playing with wooden blocks and encourage children to say 'thank you' for their snack and drink. Practitioners encourage 'kind hands' as children try to learn to share farm toys and equipment in the role play shop.

The practitioners have a good understanding of additional learning needs. They complete personal profiles and individual education plans to respond to children's needs successfully.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Almost all practitioners have a very good understanding of child protection procedures and are wholly aware of their responsibilities. Practitioners complete effective risk assessments and follow very thorough procedures to ensure careful supervision to secure the children's health and safety. They promote healthy eating and drinking successfully by providing healthy and nutritious snacks. Practitioners keep detailed records of accidents and incidents including practitioners' and parents' signatures.

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

Practitioners provide suitable learning experiences and opportunities when developing children's skills in different contexts. For example, they create a vegetable shop for the children using real fruit and vegetables. The children have good

opportunities to apply their communication, literacy, numeracy and IT skills by buying and selling the goods. Practitioners encourage the children to count how many fruit they would like to buy and encourage them to consider how much money is needed to pay for the goods.

The practitioners are effective language models and constantly feed vocabulary, for example when discussing large, small and medium-sized objects. They plan a range of good experiences that include the child's voice, manage to spark each child's interest successfully and extend their play. For example, they add a twig to the shaving foam so that the children can make a variety of marks.

The practitioners have a sound knowledge of child development and offer provision that challenges almost all children, allowing them to make their own choices. However, children do not have freedom to access the different areas, inside and outside the building, to enable them to have periods of uninterrupted play, in light of recent feedback from a parent/carer who has hampered these opportunities.

The practitioners intervene sensibly in children's play, offering them beneficial opportunities for independent learning. For example, when distributing Autumn objects by small, medium and large sizes, listening to the recordable pegs.

All practitioners interact effectively with the children. They ask questions skilfully, impacting positively on children's thinking skills and communication. For example, as children talked about collecting Autumn objects, the practitioners ask what they have seen, who collects the nuts, how they feel about the small animal's skull.

Practitioners plan valuable opportunities to develop the children's literacy and numeracy skills and model the Welsh language well. They also use simple sign language to help children respond to activities.

The practitioners develop children's creative and physical skills consistently well and offer children practical opportunities to develop their skills effectively. For example, by adding a large yoga ball for rolling and stretching.

They make use of the local area to enrich learning and play experiences and to support the children's awareness of their community. For example, by going for a walk to look for big puddles of water to jump in and nature walks.

The practitioners develop the children's spiritual, moral and social skills well. They develop their curiosity about nature effectively by growing herbs to use in the mud kitchen.

The practitioners successfully nurture skills such as honesty, fairness and respect. For example, the practitioners praise children constantly when they share resources and are kind to others.

They promote the children's awareness of Welsh culture effectively using a range of activities and celebration days such as Saint Dwynwen's Day and Saint David's Day.

The setting has purposeful observation and assessment procedures, which enable the practitioners to use the information to plan a good range of purposeful learning and play opportunities. In addition, the practitioners provide good information to parents and carers about their children's progress via face to face discussions.

Environment:

The leaders ensure there is a welcoming and safe environment which are effective in stimulating children's play. The learning and play areas spark the children's interest and enable them to discover and explore purposefully. The leaders ensure there is an outdoor area which offers extended opportunities to develop physical skills, imaginative play, and exploration and discovery skills.

Inside the building, the leaders and practitioners create a sense of belonging for the children, via colourful displays which value and celebrate the children's craft work and photographs. There is a satisfactory selection of resources at the children's level that are purposeful and stimulating, befitting their personal interests. Nonetheless, opportunities for children themselves to pick and choose a wide range of resources to develop their independence skills were limited.

The environment promotes social development effectively. Children can assemble for snacks on age-appropriate furniture. Leaders ensure that children's privacy is respected successfully while children are using the toilet and when nappy changing. In addition, there is adequate provision for quiet time in the indoor areas. Opportunities are provided that develop understanding of people in the wider community, for example stories and visual resources. Resource provision includes puppets and role play props, and a choice of marking equipment to develop creativity. There is a wide range of resources available on the site.

Leadership and management:

The registered person ensures that effective processes focus directly on creating constant improvements to the setting's procedures. The person in charge has stepped into the role during the past week and she has high expectations of the children. She has fostered a positive relationship with the practitioners and a homely environment for the children. Leaders have ensured there are robust recruitment processes in place at this time and have done so in the past.

The leaders cooperate excellently as a team to offer high quality care and support. Leaders manage practitioners conscientiously using their supervision and appraisal procedures. They identify the staff's strengths effectively and what they need to develop professionally. Supervision arrangements ensure the accountability of all practitioners regarding the standard of provision and children's outcomes as well as offering them beneficial opportunities to develop professionally.

Leaders make beneficial use of relevant training to develop practitioners' skills, for example by raising their awareness of the Curriculum for Wales. Leaders have simple and effective arrangements for identifying strengths and areas for improvement. They make valuable use of feedback from the local education authority's advisory teachers and parents as part of these procedures.

Leaders make beneficial use of any grants to improve experiences for the children. Recently, they have invested heavily in new resources, both indoors and in the outdoor area, leading to increased valuable experiences for the children. The leaders allocate resources successfully. They use the budget effectively and prioritise expenditure. For example, ordering a shed to store outdoor resources.

The setting has an excellent partnership with parents. The setting makes effective use of social media to inform parents of what is going on and to offer guidance as needed. The person in charge and practitioners cooperate very closely to respond to children's needs. Leaders and practitioners have good arrangements for and a good understanding of additional learning needs. They complete personal profiles and individual education plans to respond to children's needs successfully. A booklet entitled "Paratoi i'r byd mawr / Preparing for the big wide world" is shared with parents, offering information about the social, personal and emotional developmental stages in the early years.

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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