



Estyn

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

Report on

Cylch Meithrin Casmael

**School Hall
Puncheston School
Puncheston
Haverfordwest
Pembrokeshire
SA62 5RL**

Inspection date: June 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Cylch Meithrin Casmael

| | |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of location | Cylch Meithrin Casmael |
| Category of care provided | Sessional day care |
| Registered person(s) | Brenda Williams |
| Responsible individual (if applicable) | |
| Person in charge | Kate Williams |
| Number of places | 24 |
| Children's age range | 2–5 years old |
| Number of 3 and 4 year old children | 8 |
| Number of children who receive funding for early education | 8 |
| Opening days / times | 9.30am – 12pm |
| Flying Start Service | No |
| Language of the setting | Welsh |
| Is the Childcare Offer available at this setting? | Yes |
| The Welsh-language Active Offer | This service provides the Welsh-language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh-language and cultural needs of the children who use, or may use, the service. |
| Date of previous CIW inspection | 10 July 2018 |
| Date of Estyn's previous inspection | 24 November 2014 |
| Date(s) of this/these inspection visit(s) | 13/06/2022 |
| The setting leader was appointed to his leadership role in January 2022. Few children speak Welsh as a first language. | |

Non-compliance

The provider was informed that the setting does not comply with the regulations. No notice was issued, but these are identified as areas for improvement, and the registered person/responsible individual should address them.

Recommendations

- R1 Expand opportunities to develop the children's independence
- R2 Develop practitioners' awareness and understanding of the processes in accordance with the additional learning needs framework
- R3 Develop the use of assessments and observations in order to plan the next steps in the children's learning

What happens next

The setting will draw up an action plan that will show how it will address the recommendations.

Main evaluation

Well-being:

Most children are very happy within their learning environment. They are enthusiastic and enjoy the purposeful activities available to them. Most children interact well with their peers and the practitioners. They show kindness and friendship towards each other.

Many children settle straightaway and feel secure in their surroundings. Almost all children show affection towards their practitioners and approach them happily and comfortably when they leave their parents or carers. Most children develop very positive relationships with other children. They are extremely caring of their friends, hugging each other when they have fallen and are in pain, and children are also seen putting an arm around friends when they are quietly reading a story.

Almost all children move from one activity to another with confidence, choosing activities that stimulate them. They enjoy working together in the role play corner using dough to make imaginary biscuits and cakes. Many of the children contribute their ideas about what they are going to do, telling practitioners what they want to learn about the farm theme. Almost all children self-register daily. Most children communicate their wishes and preferences confidently, expressing which fruit they like and where they would like to sit at snack time. Almost all children show particularly good listening skills. Children are seen gathering together extremely carefully when arriving and leaving the location, and when playing outside.

Most children concentrate for an increasing amount of time and are very enthusiastic when engaging in small world play with farm toys and also when using real resources, such as cereals, mud, straw and pasture, when participating in small world play. They interact particularly well with other children, sharing and taking turns, as children used a sand timer at times when they wanted to play with the same toy. Most children help each other and work well together as a team. For example, when helping their friends put on an apron and a chef's hat to work as a chef in the cafe. When celebrating success, most children are full of pride when they are praised by the practitioners for their good painting and tidying work.

Around half of the children are developing independent skills well. They lead their play by choosing activities and carrying out stimulating tasks in role play and small world play. A minority of the children are able to meet their personal needs by going to the toilet, wearing an apron, and putting their belongings on the appropriate hook. Most children undertake daily tasks independently, such as washing hands and feeding themselves at snack time. Most children are polite and respectful towards each other, saying 'thank you' in response to help from practitioners and for their food. Most children show the ability to use a brush and pencil maturely when painting a pig and a rainbow, and others mark on digital boards intelligently.

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

Most children make good progress from their starting points. They develop confidence when applying a range of skills successfully in their natural play, for example when preparing a tea party in the cafe. Most children collaborate effectively when deciding on foods to cook and develop appropriate numeracy skills when setting the table. Information and communication technology (ICT) tools are used independently as a natural part of their play in the cafe, for example use of the telephone, till and toaster.

Many children communicate purposefully with each other when playing and interacting socially, for example when recalling experiences of foraging for insects on their recent visit to Picton Castle. However, a minority of children are confident in using Welsh spontaneously in their play. Almost all listen attentively and follow instructions very well and respond sensibly to a story read to them. They express their feelings and emotions well. Most children join in with familiar rhymes and songs effectively, and the majority engage with books of their choice and sit together at snack time discussing confidently with an adult. A minority of children recognise their names when registering in the morning. Most children use tools appropriately to draw and make early marks.

Almost all children develop physical skills skilfully. They use large equipment effectively, for example when riding the bikes and pedalling the large tractors. Most children develop sound fine motor skills, for example they use paint brushes and cut dough well when using appropriate equipment. They also change the doll's nappy and clothes in the cafe.

Most children use purposeful mathematical language in their spontaneous play, for example when counting cupcakes in the dough and when describing the size of a lizard's tail in Picton Castle. They can recite numbers up to ten confidently in their play, with a minority of older children counting to twenty. Most take part in a range of number rhymes with great success.

Most of the children express themselves well through music. They are confident when painting a picture of a pig on the farm. However, there is very limited choice for children to expand their creativity skills due to an excessive use of templates, and a lack of opportunities for children to be able to make choices and develop creative confidence. A minority of the children show firm perseverance when faced with challenges – for example, when tidying up blocks and the need to rearrange the pieces so that they fit in the cupboard.

Care and development:

There is a very close relationship between the practitioners and the children. They know the children very well and respect their interests, preferences, and personal requirements. Practitioners are seen letting children pick and choose their own resources, inside and outside. Almost all practitioners meet the individual needs of the children by planning tasks and activities in accordance with their interests and assist the children to solve certain problems. They intervene by questioning and expanding the children's Welsh vocabulary appropriately when there are

opportunities to do so. They communicate effectively and celebrate the children's successes constantly, giving credit by saying 'Well done' to a child when counting to ten independently. All practitioners encourage the children to learn about Welsh traditions such as St Dwynwen's Day and St David's Day. They give children valuable opportunities to be independent by choosing a 'helper of the day' who has the responsibility of cutting fruit for the other children. Despite this, opportunities for developing the children's independent skills are limited.

Almost all practitioners provide good support for children to develop an understanding about their emotions. They show warmth and kindness towards children as they arrive each morning and discuss their feelings during circle time. Practitioners offer a wide range of activities and experiences that develop the children's abilities appropriately. Almost all practitioners are completely consistent and fair in managing behaviour and are positive role models. They ensure that children understand that they need to be careful outside as they climb the steep pasture and credit is given to children for following the instructions well.

Practitioners work closely together to meet the children's needs. They work together with parents and carers to develop and support children emotionally, socially and developmentally. Leaders and practitioners understand the children's additional learning needs. Despite this, the practitioners were not aware of the most recent framework for additional learning needs, and they are unsure about the arrangements for raising concerns about the children's development.

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

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

Practitioners are making appropriate progress towards developing planning that responds to the children's interests and voice. As a result, they enable children to undertake a range of beneficial play and learning experiences that engage their curiosity in a holistic manner. For example, practitioners skilfully develop their numeracy and fine motor skills to fill the JCB bucket with seeds and to name and compare the size of animals in the farm area. Practitioners intervene timely in the children's play to extend and support their learning successfully. A good example is a practitioner encouraging a child to choose different marking tools, but as the child continues to mark, joining her to model marks and drawings on another device and hold a conversation. Practitioners offer beneficial opportunities for children to learn how to handle living things with care through dedicated visits to Scolton Manor and Picton Castle.

One of the main strengths of the service is the excellent opportunities that practitioners offer to develop the children's social skills and to foster fairness and

respect for others. As a result, the children are naturally caring for others and instinctively comfort each other when needed. They thank each other kindly without guidance from adults, for example when playing in the dough area and when sharing tools to make cupcakes for the party.

Practitioners are skilled at developing the children's understanding of the importance of managing behaviour. They use stories that highlight the importance of self-discipline effectively. They also use the sand timer to help the children understand the importance of taking turns. A good example of this is a child extending a sand timer independently in order to compromise and explain that it is her turn next to play with the controlled car. Practitioners encourage children to show respect for equipment very well. For example, when a child encourages his friend to behave politely in the cafe and not to misuse plates and cups, asking the question, 'Where are your manners?'

Practitioners have solid knowledge of children's development, and they support children with additional communication needs well through opportunities to sing songs and rhymes. They use Welsh regularly based on their own confidence. For example, they develop children's vocabulary when building with blocks to the sound of a number rhyme. They offer great opportunities for children to immerse themselves in books and there is a wide range of books within the environment for them to enjoy. The children have useful opportunities to develop marking skills in the internal area.

Practitioners are beginning to make suitable use of observations and assessment of children's development. They collaborate effectively with parents and carers to gather information about the children through one-page profiles. However, the observation and assessment system has not been embedded and used to feed the next steps in the children's learning.

Environment:

Leaders ensure a welcoming, safe and engaging environment that successfully stimulates play. The learning and play areas engage the children's interests well and enable children to discover and explore internally and externally. The leaders ensure internal and external areas that offer opportunities for children to develop physical, linguistic, mathematical, fine motor, social and moral skills. For example, there are resources that offer multi-sensory experiences for children, and a large space for children to be able to use bikes, tractors, and sand play, painting and exercise equipment.

Colourful exhibitions, as well as the children's craft work and photographs, are appreciated and celebrated, which gives the children a sense of belonging. Resources that are at the children's level are labelled purposefully and in a way that sparks interest in order to give children opportunities to choose and select resources according to their personal interests.

The environment promotes social development effectively. Children can gather for snacks on age-appropriate furniture. Leaders ensure that the children's privacy is successfully respected while children use the toilet. In addition, there is good provision for quiet time in the indoor areas. Resources are provided which give

children special opportunities to develop an understanding of people in the wider community, for example dolls, puppets and multimedia stories. The provision of resources includes dress-up clothes in the role play corner; crayons, craft supplies and paints; as well as boxes of building tools, small world play and real natural resources. The practitioners provide Welsh music to develop language and to create a happy and friendly atmosphere during snack and play sessions.

Leadership and management:

Although the person in charge is new to her role, she has a clear vision for developing the provision, and works successfully with the registered person. The person in charge manages to create a very positive and homely ethos, where children and practitioners feel valued. This is a strength of the setting. The leader understands the importance of working together and taking advice from agencies and from the local authority's advisory teacher. All practitioners are aware of their responsibilities. They work together excellently as a team to provide a stimulating environment that has a positive effect on the children's well-being. Leaders and practitioners have established a strong and supportive relationship with parents and carers. Parents feel that they can share information about their child with practitioners, and they appreciate the regular feedback they receive through social media about the life and work of the setting.

Leaders have established a suitable process of self-evaluation which feeds termly development plans. These plans identify the location's strengths and any areas for development. The setting shows a positive attitude towards change and is ready to adapt its pedagogy and use the information in accordance with the curriculum for non-maintained nursery settings in order to adapt the provision effectively.

The setting allocates elements of grant funding purposefully, which leads to improvements in the quality of care, play and learning of the children. There is a beneficial range of resources that leaders and practitioners are continually developing to ensure that children are stimulated and excited by their learning environment. Thorough recruitment processes are in place and the practitioners have received criminal disqualification checks. Despite this, the registered person's certificate had not been updated, but steps have already been taken to address this. The leaders have not ensured that enough practitioners are present who have an appropriate first aid qualification. They have also not ensured that the person in charge has the necessary qualification, but this is being addressed. Practitioners are provided with an adequate range of professional learning opportunities to assist them in their roles. Leaders hold beneficial supervision sessions with the practitioners, which give them the opportunity to discuss their individual development needs.

There are excellent links between the setting and the school. Leaders and practitioners work extremely closely with them to ensure that the children make a particularly successful transition and move confidently to the next stage of their education. Parents feel that their children have made strong progress and they feel that practitioners are kind and respectful towards the children and their parents. Practitioners share information with parents on a daily basis in order to meet their needs and share their experiences.

A clearly defined statement of purpose is shared, which gives parents an accurate picture of what the setting offers. Questionnaires for parents and discussions with parents and carers during the inspection confirm that leaders respond to any issues promptly. The parents and carers appreciate the individual and specialist care that is provided for their children.

Copies of the report

Copies of this report are available in the setting and from CIW's and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales).

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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 |
| 20 | The registered person has not ensured that her DBS has been updated in line with regulation. | New |
| 27 | The registered person has ensured the staff are qualified childcare practitioners, however there are | New |

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|--|----------------------------------------------------------------------------------|--|
| | insufficient Level 3 qualified staff and paediatric first aiders at the setting. | |
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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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