



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

A report on

Cylch yn yr Ysgol

**c/o Builth Primary School
Hospital Road
Builth Wells
Powys
LD2 3GA**

Date of inspection: May 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch yn yr Ysgol

Name of setting	Cylch yn yr Ysgol
Category of care provided	Sessional care
Registered person(s)	
Responsible individual (if applicable)	Gareth Cornelius
Person in charge	Estelle Wilcocks and Sonia Tighe
Number of places	24
Age range of children	3-4 years old
Number of 3 and 4 year old children	47
Number of children funded for early education	47
Opening days / times	Monday to Thursday 9am-11.30am 12.30pm-3pm
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	14 June 2023
Date of previous Estyn inspection	Not applicable
Date(s) of this/these inspection visit(s)	21/05/2024
Additional information	

Summary

Theme	Rating
Well-being	Excellent
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Excellent
Care and development	Excellent
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Excellent
Environment	Excellent
Leadership and management	Excellent

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Continue to develop the role of the management committee so that the service is sustainable

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to Powys LA for dissemination on their websites.

Main findings

Well-being: Excellent

Nearly all children are happy, enthusiastic and confident when they arrive at the setting. They have a very strong voice across all aspects of their experiences. They contribute very effectively to the planning process by adding to mind maps and sharing ideas at the beginning of the session. Children participate confidently in daily sessions to discuss and develop their vocabulary, such as discussing the weather and their feelings. As a result, nearly all children know they have a voice and that their wishes are respected.

Nearly all children cope very well when they are separated from their parents and carers. Kindness is celebrated consistently as children and practitioners recognise each other's qualities. For example, during circle time, they share and record their individual feelings. Children show pride in their work, for example when creating unique artwork which is displayed skilfully.

Nearly all children interact well with each other. For example, when playing with the tricycle, a group of children work together to ride the bike together. They are comfortable when moving from one activity to another and persevere and concentrate for increasingly long periods of time and for extended periods.

Children thoroughly enjoy their play and learning opportunities and are self-motivated in the activities of their choice. In the mud kitchen, they enjoy making soup by mixing soil and water and adding spices to the mixture. They chat and laugh naturally during their role-play activities as they pretend to be pirates.

Nearly all children are developing very effective independent skills. They move around confidently from one area to another, including the outdoor area. Nearly all children are enthusiastic when learning new skills and they experiment with a variety of interesting play opportunities successfully. Nearly all children are very independent when attempting to wear the role-play clothes as well as all-weather clothing to go outside. Nearly all children take clear responsibility for their personal hygiene when wiping their nose and washing their hands without assistance. They are confident when developing new skills. For example, with supervision, they are given opportunities to use real tools such as a hammer and nails, and to climb high equipment to reach the slide.

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

Nearly all children's verbal skills are developing very well. They demonstrate a sound understanding of the Welsh language and use an increasing variety of vocabulary and simple sentences when chatting. Most children take an interest in books spontaneously, behaving like early readers. They enjoy turning the pages and chatting about the pictures, discussing what will happen next in the story. They are confident when discussing familiar characters. The majority recognise letters and the associated sounds and pronounce them confidently.

Most children have developed strong fine motor skills. Many of them use the woodworking tools very skilfully. They understand the importance of wearing eye protection and use a hammer and nails skilfully and carefully to create a toy and see whether it will sink or float in water. Children's early writing skills are developing well. They use various equipment to create marks in the different areas. For example, they make lists while role-playing in the kitchen.

Most of the children have very good mathematics and numeracy skills. A minority can count to 14 when checking how many children are present in the morning. The majority recognise simple one digit numbers with increasing confidence, counting different objects during their play, for example when parking bikes in the appropriate area. The majority recognise a variety of familiar shapes such as rectangle, star, circle and triangle. They are full of creativity during a role-play activity, baking cakes and using the till and money to sell them in the shop. Nearly all children have digital skills that are developing well. They use small mobile phones to speak to their friends while they play. They use a good range of resources such as metal detectors which successfully promote their communication skills as they discuss what they have discovered.

Nearly all children demonstrate excellent creative abilities. They play percussion and string instruments such as a ukulele, enhancing their final performances by dressing up and singing enthusiastically into a microphone. Children thoroughly enjoy seeing each other perform. This develops children's confidence very effectively.

Nearly all children are developing excellent physical skills using a variety of equipment and toys. They develop excellent physical confidence by climbing on the large equipment such as the net which goes up to the pirate ship, and by walking skilfully along the climbing wall. These activities, with practitioner supervision, allow

children to learn to take risks and develop independence when deciding how to play on the large equipment.

Care and development: Excellent

Practitioners provide excellent care and support, and they have developed an effective, warm and natural relationship with the children. They praise them regularly for their efforts, celebrating their achievements enthusiastically. Practitioners interact excellently with the children. They know the children very well and respect their interests, preferences and personal needs. For example, they respond sensitively to children who choose not to participate in an activity, asking if they are okay and offering comfort if needed.

Practitioners have an excellent understanding of their roles and responsibilities to promote healthy lifestyles and to keep children safe. They promote children's health and well-being effectively, ensuring that they bring a healthy snack, such as a piece of fruit, with them from home and offering milk and water to drink. They organise interesting outdoor activities, encouraging children to play enthusiastically to develop their physical skills. Practitioners have received training on safeguarding children 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. All practitioners have an up to date first aid certificate. They ensure that accident records, with all the relevant details, are completed fully and share these with parents and carers.

Practitioners develop a warm relationship with the children and treat them with care and respect. They are very kind and remind children to share toys and respect each other. They encourage children to solve any conflict by having sensible discussions, without too much intervention or by offering suggestions, such as using a sand timer to take turns. Practitioners respond well to children's individual needs, ensuring an inclusive environment. They follow robust arrangements to meet the needs of children with additional learning needs in a sensible manner. Practitioners make good decisions about when to take a step back and observe the play closely, and when to intervene intelligently and ask open-ended questions in order to challenge children.

Practitioners provide effective opportunities for children to develop an understanding of their Welshness and the wider world. They promote and learn how to treat people from all cultures respectfully by learning about their customs and traditions. Practitioners use the Welsh language enthusiastically and regularly during activities. Practitioners make proactive use of services and partnerships to provide purposeful support and effective provision for children.

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

Practitioners have developed an extremely rich curriculum which is firmly based on the requirements of the Curriculum for Wales. They plan learning experiences which respond to children's interests successfully. They share information with parents and receive information from parents to adapt the provision so that it continues to appeal

to children's imagination. As a result, nearly all children are fully engaged, and many are fully immersed in their play.

One excellent feature of the setting's work is the way it provides opportunities for extended play while also teaching children specific skills. Practitioners introduce literacy elements very effectively and children are fully immersed in stories that spark their imagination. Practitioners question children skilfully about the way characters respond, and what will happen next in the story. They build on children's previous experiences, developing their early reading skills by introducing different letters and discussing the associated sounds.

Practitioners refer to numeracy during activities, for example when discussing that 140 grams of different ingredients and three bananas are needed for the recipe. They provide rich opportunities for children to learn to count different objects and to begin to recognise different two dimensional shapes. One noteworthy example is the woodworking provision. Practitioners facilitate opportunities for children to develop their fine motor skills by using a hammer skilfully and carefully. Across the provision, practitioners give children the freedom to choose where they would like to play, and they ensure that all areas are accessible to them.

Practitioners adapt the provision by adding resources and toys as required. This ensures that children engage fully in the activities. The play and learning areas are full of treasures with opportunities for the children to enjoy developing their creativity and grow in confidence. Practitioners develop children's independent skills very skilfully. This leads to wonderful examples of playing together where a practitioner hides the pirates' treasure, so the children need to search for it.

Practitioners observe children closely and regularly to identify their progress in different skills. They share information amongst themselves, identifying any aspects where the provision needs to be adapted so the child can develop fully. They share the information with parents and carers, celebrating achievements purposefully. They also share helpful resources with parents and carers so they can support their child at home.

Practitioners provide many useful opportunities to celebrate local culture by taking part in the school Eisteddfod and by learning about other national holidays, such as St Patrick's Day, as one of the practitioners is Irish. They learn about the traditions of Diwali and Holi, and enjoy throwing the coloured powder which is part of the festival.

Environment: Excellent

Leaders and practitioners work diligently to create an attractive and interesting environment to develop children's skills purposefully. As a result, the quality of the environment is very enriching and provides excellent and valuable opportunities for children both inside and outside the building. They ensure that written assessments are completed which outline the action taken to minimise or prevent risks to children. Leaders keep records of all the children, staff and visitors, ensure that the main doors are kept locked, and implement a secure system for controlling access to the premises.

They practise fire drills regularly and vary the time of day. As a result, nearly all children are given the opportunity to familiarise themselves with the protocol to follow in an emergency. Practitioners ensure the setting is clean and organised and the building's maintenance records are up to date.

The environment is of a high quality and provides children with valuable and very challenging opportunities. Practitioners ensure that the play areas are interesting, attractive and colourful. By displaying examples of children's work on the walls of the room, practitioners instil a sense of pride and belonging in the children and create a welcoming atmosphere for everyone who visits the setting. Leaders ensure that there is a very good supply of multicultural resources to raise children's awareness of their wider society. The furniture, equipment, toys and resources are of a high quality and are very well-maintained.

The doors leading from the main room to the outdoor area are kept open throughout the session and as a result, children can choose where to play. The outdoor area provides excellent opportunities for children to develop their imagination as well as physical, creative and investigative skills. For example, children enjoy using the equipment to make perfume. Practitioners ensure that there is a wide selection of real life resources available for the children, for example, china cups, jugs and fresh fruit in the water tub to make tea. Resources are kept at a low level to enable children to choose independently and follow their individual interests effectively. Consequently, children are used to fetching and returning equipment to the appropriate places. Leaders and practitioners provide a variety of stimulating activities and resources to enrich children's experiences, which develops their skills and knowledge successfully. They are suitable and appropriate for the children's ages and the areas include purposeful items which enrich play, for example, cooking equipment, a selection of spices, a water container and a recipe book in the mud kitchen. Practitioners ensure that children are supervised closely in a safe environment.

Leadership and management: Excellent

Leaders have a strong vision that is firmly based on ensuring provision of the highest standard for the children in their care. The provision continues to go from strength to strength, under the inspirational leadership of the leaders and the skilled team working with them.

The management committee as well as the responsible individual collaborate effectively with the two people in charge in order to ensure their vision is realised and maintained for the children. Leaders are aware of the changes that are ongoing in terms of the nursery setting's management committee and take proactive actions to ensure that members receive the latest information and training and understand their roles fully. Despite there being some changes to the membership of the committee recently, this has not impacted the smooth running of the provision. Leaders are aware of the need to ensure the committee has a full membership in order to continue to provide a service that is of the highest standard.

Self-evaluation procedures are among the setting's strengths. Leaders and the team evaluate the provision continuously to ensure they provide a high quality service and support. They identify priorities and introduce purposeful adaptations to the provision.

A notable example of this is the way they have identified the need to develop opportunities for children to take risks when playing in the outdoor areas. As a result of training and visits to other settings, they have adapted their approach to develop children's confidence to become more skilled at making their own decisions and managing their own risks.

Leaders manage practitioners and resources very effectively. Practitioners work together successfully, offering guidance on different aspects. Leaders evaluate practitioners' performance regularly and training is planned according to their needs and interests. They are an experienced, mature and strong team that work together successfully for the benefit of the children in their care.

The setting has a wide number of strong partnerships that have an outstanding influence on children's learning experiences. Children are given regular and rich opportunities to learn about a number of services within the local community. For example, children develop confidence when learning about the role of local emergency services workers and learning about how to care for farm animals. Practitioners provide opportunities for children to visit local towns using public transport. They focus effectively on sharing practices in relation to maintaining and supporting the welfare of children who experience social challenges.

The setting has a strong, beneficial and well-established relationship with the school where it is located. Over time, key members of staff have provided support and have worked closely and influentially with the setting, encouraging leaders and practitioners to develop the provision and introduce curricular developments. This has had a very successful impact on the provision. Leaders work closely with the local education authority's advisory team and with umbrella organisations that provide valuable support on aspects such as promoting children's Welsh-language oracy. Leaders have a proactive approach to their work. They visit settings both near and far to share examples of practice and consider adaptations they could introduce to strengthen the provision further.

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 rating 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 Prysg (Welsh to English).

© Crown Copyright 2024: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 24/07/2024

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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 24 July 2024