



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

A report on

Cylch Ti a Fi Llanddaniel

**Ysgol Gynradd Parc y Bont
Llanddaniel
Gaerwen
Isle of Anglesey
LL60 6HB**

Date of inspection: April 2024

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Ti a Fi Llanddaniel

Name of setting	Cylch Ti a Fi Llanddaniel
Category of care provided	Full Day Care
Registered person(s)	Cylch Ti a Fi Llanddaniel
Responsible individual (if applicable)	There is no Responsible Individual (RI) at present
Person in charge	Victoria Ellis
Number of places	19
Age range of children	2 – 3 years
Number of 3 and 4 year old children	6
Number of children funded for early education	6
Opening days / times	Monday to Thursday 9:00 – 11:30 and 12:00 – 15:00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Childcare Offer?	No
Welsh Language Active Offer	The service provides the Welsh language 'Active Offer' and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	16 May 2018
Date of previous Estyn inspection	This is the setting's first inspection following its re-registration
Date(s) of this/these inspection visit(s)	01/05/2024
The person in charge was appointed to her current role a fortnight before the inspection.	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Increase opportunities to develop children's independence as they play
- R2 Develop more opportunities for children to learn about different cultures and diversity
- R3 Formalise the performance management processes for practitioners

What happens next

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

Main findings

Well-being: Good

Nearly all children arrive happy and respond well to practitioners' positive greetings. Those who are unsure settle very quickly having been comforted and assured by practitioners. Children know that their wishes and feelings are considered fully. For example, the children were consulted regarding which resources they would like in the new outdoor area and their wishes were shared on the 'inspiration wall'.

Children receive kind and considerate care, which supports their well-being effectively. They are making good progress in developing their personal and social skills and many of them communicate confidently. For example, they are happy to chat with visitors and eager to speak about their learning and play. Almost all children move between areas and activities confidently and choose toys and resources that they enjoy. For example, they are fully immersed in their play in the outdoor area as they create food and drinks in the mud kitchen or plant sunflower seeds with a practitioner.

Nearly all children are active and enthusiastic as they enjoy their learning and play. For example, they laugh and have fun when imitating the moves during a singing session. Most children know who to talk to if they are unhappy, and approach familiar practitioners confidently for comfort and support. Almost all children interact with practitioners and with each other successfully. They are beginning to understand the importance of being kind to one another and offering help if needed. For example, a child passed a raincoat to a friend and encouraged her to wear it to keep warm when playing outdoors. Many children follow instructions from practitioners readily and are clearly familiar with the session's routines. For example, when practitioners ask them to wash their hands before snack time or to tidy resources away, they do so immediately.

Most children develop their independence skills well, for example, they wash their hands independently before eating and use the toilets with varying levels of support. Additionally, almost all children attempt to change their clothes and shoes successfully before going to play outside. Almost all children are well-behaved during mealtimes and converse socially with each other and staff about their families.

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

There is no report on the 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: Good

Practitioners have a firm understanding of how to keep children safe and healthy. For example, they assist and encourage children to spend time playing outdoors every day. They implement policies and procedures consistently and are confident

regarding their roles and responsibilities. For example, they follow the accidents policy skilfully and meet the needs of children with allergies safely. Practitioners use good hygiene practices effectively. They wash their hands regularly, wear personal protective equipment and deal with personal care, such as nappy changing, appropriately. Practitioners understand their responsibility to protect children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners are aware of the procedure to follow in an emergency as they conduct regular fire drills with the children.

Practitioners are kind, caring and encouraging. They communicate with children in a warm and friendly manner, creating a calm and relaxed atmosphere. Many practitioners are positive role models to children and interact well with them during their activities and play experiences. For example, practitioners sit with children while they look at books and play alongside them outside, introducing vocabulary and language and enhancing the learning through effective and purposeful interactions. Practitioners are aware of the importance of using positive behaviour strategies and support children effectively in accordance with their individual needs. They speak to children sensitively and help them as they share and take turns with their friends. Practitioners praise and encourage children regularly, which clearly boosts children's self-esteem and confidence. For example, they praise the children enthusiastically for tidying the coats and wellingtons before snack time.

There are effective procedures in place at the setting to assist children with additional learning needs and practitioners plan appropriately, taking into account their individual needs and they inform parents and carers of their child's progress regularly. Practitioners track children's practices appropriately and have a clear understanding of their developmental phase. This helps them plan a range of beneficial learning and play opportunities. Practitioners have positive relationships with parents and carers and share feedback with them when they come to collect their children.

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

Practitioners respond promptly to children's interests and ideas and plan a variety of experiences that engage nearly all children successfully. For example, as they experiment with making soup, children are given opportunities to immerse themselves in their play and develop problem-solving skills, their physical skills and their creativity.

Practitioners have an appropriate understanding of child development and they interact well with the children. They ask questions skilfully which has a positive impact on children's thinking and communication skills. For example, as children discuss swimming, a practitioner asks where and when they go swimming, what they like about swimming and then praise the children for sharing information effectively.

Practitioners follow appropriate observation procedures to assess children's development, adapting the provision in light of the information gathered. They support learning effectively by playing alongside the children and providing timely

interventions to reinforce learning. However, at times, practitioners over-lead the learning which tends to hinder opportunities for children to develop skills whilst playing independently.

Practitioners plan valuable opportunities to develop children's literacy and problem-solving skills and model the Welsh language well. All practitioners respect the children's work and display their marks around the room, in their evidence files, and on secure social media so children can celebrate with their families.

The provision to support children's numeracy skills is appropriate. Practitioners encourage children to count, identify 2D shapes and handle money by role playing a bank. Practitioners provide resources to develop children's digital skills. However, opportunities to use digital equipment to develop children's different skills are not fully developed.

Practitioners provide a number of opportunities for children to develop their physical skills successfully. For example, they encourage them to move objects from one place to another using the wheelbarrow and practise rolling, bouncing and catching balls. They provide effective creative activities, such as preparing imaginary meals in the mud kitchen, cutting and sticking different craft materials and dressing up.

Practitioners develop children's spiritual, moral and social skills effectively. They develop their curiosity about nature by growing vegetables and flowers. Practitioners develop values such as honesty, fairness and respect successfully. For example, they praise children constantly for sharing resources and being kind to others. They promote children's awareness of Welsh culture effectively using a range of activities and celebration days such as Saint Dwynwen's Day and by singing Welsh nursery rhymes every day. However, opportunities for children to learn about the lives and beliefs of people from other cultures are limited.

Environment: Good

The service is located within the primary school. It is warm, safe and very well maintained. The entrance is secure and the doors are kept locked. No one can access the setting unless practitioners give them permission and open the door. There are also comprehensive risk assessments in place and practitioners keep children safe by completing daily safety checks of the environment to identify and remove any risks to their safety, where possible. Practitioners have a firm understanding of hygiene processes. They ensure the setting is clean and use appropriate practices to control infections successfully in order to reduce any risk to the children's health and safety.

The environment inside the setting is welcoming and suitable for children. Leaders provide a light room with good use of colours and natural resources. Practitioners display children's work as well as photographs of their close relatives, which reinforces their sense of belonging. Practitioners allow children to move freely within a large space. Resources are stored at the children's level, but we did not see many examples of children going to choose what they wanted from the shelves, and resources were not laid out to encourage them to play.

Leaders and practitioners ensure that the outdoor play area is used as often as possible and is an extension of the learning environment. The outdoor area is divided into different areas and includes good resources for children to explore and play enthusiastically. For example, the provision includes creative areas for painting and mark-making on walls, as well as a mud kitchen which draws the majority of children. The kitchen includes various equipment and crockery, and children were given the opportunity to express their opinion and select the equipment. As a result, they enjoy using them. The setting has recently installed an outdoor classroom which is homely and comfortable. Here, children are given opportunities to role play, read stories or relax on large bean bags.

The setting has suitable furniture and resources that support children's independence skills, for example, there are suitable tables and chairs and low-level storage areas for toys. The toilets and nappy changing facilities are suitable for children and they are well-maintained.

Leadership and management: Good

Even though the management committee and leader are relatively new to the role, they have a clear and purposeful vision for the setting, which is based on providing high quality care for children through the medium of Welsh. They focus on learning through play and stimulating each child's curiosity and enjoyment. They communicate this vision successfully which contributes effectively towards creating a positive ethos within the setting. The statement of purpose is comprehensive and provides the required information to parents.

Leaders follow safe and robust recruitment policies and all practitioners have an appropriate qualification and relevant experience of working with children. They respect and appreciate the work of all practitioners. They consider their opinions, provide effective support and give them opportunities for professional development.

Leaders have a thorough understanding of the setting's strengths and areas for development. They have purposeful self-evaluation procedures which lead to purposeful priorities and appropriate targets for improvement. For example, they recognise the need to continue to develop practitioners' understanding and knowledge of the new curriculum. However, monitoring practices for supervising and evaluating practitioners' performance are not incorporated fully yet.

Leaders use the budget and grants effectively and prioritise expenditure against priorities wisely. For example, funding useful resources, the sheltered area and mud kitchen, promotes stimulating and valuable experiences for children to play outdoors.

Leaders work effectively with a wide range of partners to improve provision and ensure a rich variety of experiences for children. For example, they respond meaningfully to suggestions made by parents and carers, such as providing weekly pictures of children's activities on secure social media.

The setting has a successful partnership with the school, and they share the site, resources and expertise intelligently. For example, children are given

opportunities to join a number of activities and celebrations at the school and attend taster sessions in the school's nursery class. As a result, there are good arrangements in place to ensure children transfer to the next stage of their education with ease.

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).

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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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