



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

**A report on**

**Cylch Meithrin Rhostryfan**

**Rhostryfan Primary School Hall  
Rhostryfan  
Caernarfon  
LL54 7LR**

**Date of inspection: March 2024**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Rhostryfan

|  |  |
|--|--|
| Name of setting  | Cylch Meithrin Rhostryfan  |
| Category of care provided  | Sessional Day Care   |
| Registered person(s)   | Cylch Meithrin Rhostryfan  |
| Responsible individual (if applicable)                                       | Non Tudur  |
| Person in charge   | Catrin Jones   |
| Number of places   | 26   |
| Age range of children  | 2-4 years old  |
| Number of 3 and 4 year old children  | 16   |
| Number of children funded for early education                                | 4  |
| Opening days / times   | 8:45am – 12:45pm Monday to Friday during the school term.  |
| 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  | This is the setting's first inspection since re-registering in December 2022.  |
| Date of previous Estyn inspection  | 18/04/2016   |
| Date(s) of this/these inspection visit(s)                                    | 19/03/2024   |
| Most of the children come from households where Welsh is the first language. |  |

## Summary

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

## Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

- R1 Develop further opportunities for children to develop their understanding of number and shape during play

## What happens next

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

## Main findings

### Well-being: Good

Almost all children are happy and content. They cope well with leaving their parents and are eager to join in and play with their friends. Almost all children are confident in making decisions and choosing how they spend their time in the setting. They move around the wide range of activities and play areas freely. This enables the children to follow their interests and take part in structured activities in their own time successfully. Most children enjoy chatting with the practitioners and are happy to share their interests with them, for example, when demonstrating and discussing things that had drawn their attention on a walk.

Most children express themselves effectively and know that their opinions will be respected by practitioners. For example, children were confident to say when they did not want to eat their fruit and when they wanted to go outside to play. Most of them are familiar with the daily routine and they have a positive relationship with the practitioners, which gives them a sense of security. Almost all children respond well to praise, which makes them eager to share their successes. For example, they enthusiastically show the shapes that they have created with the clay and which flowers and herbs they have added to the clay. They smile happily as the practitioners listen to them carefully and ask more questions.

Most children have started to make friends. They interact well with their peers and enjoy playing and completing tasks with one another. For example, they work together successfully outside to create a train using recycled crates and wooden planks. Most children are happy to share resources with their peers and learn important social skills well, such as taking turns. For example, when playing in the

sand pit, children are happy to share the metal detector to hunt for treasure and to take turns digging for it using spoons.

Almost all children enjoy their play and learning. They concentrate and persevere well when undertaking tasks, and enjoy experimenting with different materials and equipment, for example when making food for the birds and creating craft work using mud. Almost all children are inquisitive about the world around them and enjoy playing and using their imagination, for example playing in the role-play area and pretending to make food for their friends.

Most children choose activities independently and follow their interests effectively. They develop good independence skills, for example, placing their pictures on their pegs to self-register and fetching tissues without any prompting to wipe their noses. Most children persevere well when trying to complete tasks for themselves, for example, wearing their coats and shoes and taking them off, and carrying their food over to the table at lunchtime.

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

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 prioritise children's safety and put effective procedures in place to ensure that children are both healthy and safe. They have all received child protection training, and are confident with regards the correct procedures to follow should they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Most practitioners have completed paediatric first aid training which prepares them to provide appropriate treatment if needed. They log any accidents effectively, ensuring that parents sign these records. Fire drills are conducted regularly and recorded in detail.

Practitioners follow sound procedures to prevent the spread of infection. For example, they encourage the children to wash their hands when needed and follow suitable procedures for handling food and changing nappies. Practitioners promote healthy eating and physical activity successfully. They encourage children to eat fruit and ensure that they are given regular and valuable opportunities to develop their physical skills and spend time outdoors in the fresh air.

All practitioners have formed positive relationships with the children, and speak kindly and affectionately to them and treat them with care and respect. All practitioners use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. All practitioners model social skills effectively when

playing alongside the children and praise them regularly. They praise children for making good choices when learning about sharing and when learning to control their emotions positively.

The setting has effective arrangements for identifying and supporting children's individual needs, including children with additional learning needs. Practitioners collect plenty of information about the children's preferences, needs and any other relevant information before they start attending the setting. This enables them to plan effectively for the children's individual needs. Sound procedures are in place to ensure that practitioners are able to work successfully with external agencies if any additional support needs to be arranged. Practitioners collate information to create bespoke books which are shared with parents at the end of each year. These include photographs of the children taking part in activities and examples of their achievements. Practitioners also share regular information with parents via private messages and a private page on social media.

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

The leader and practitioners respond effectively to the requirements of the Curriculum for Wales. They adapt the provision adding resources to stimulate the children's interest and enthusiasm. As a result, the children play for extended periods and are fully immersed. Resources and toys are placed in accessible areas to provide easy access for the children. Practitioners question the children skilfully in order to encourage them to think for themselves.

Practitioners plan valuable opportunities to develop the children's skills. They understand the importance of teaching specific skills, for example using scissors to cut paper to create a telescope. The practitioners encourage the children's verbal development effectively by chatting to them and feeding vocabulary continuously. They provide books across all areas of the provision. The practitioners read stories regularly and the children enjoy listening asking questions about what is likely to happen next, for example when listening to the tale of the three little pigs. There are valuable opportunities for the children to develop their fine motor skills while handling different mark-making tools such as pencils, chalk and paint brushes. There are also valuable opportunities for them to develop their creative skills. They approach different pieces of equipment confidently and use them skilfully to paint or create objects. For example, they use percussion instruments to create musical rhythms and they create accomplished constellations, using the letters of their names and decorating them beautifully so that they shine.

Practitioners respond effectively to the children's interests and introduce resources that appeal to them. For example, due to the children's interest in birds, practitioners plan an opportunity for the children to create balls of food for the little birds using fat and seeds. This develops the children's fine motor skills effectively. Then, they go for a walk on a nearby path, place the balls on branches and watch the small birds flying over to eat them.

The provision for developing the children's physical skills is good. The children develop their balancing skills successfully demonstrating strength while riding the bikes up and down the slopes of the yard. The adventure trail allows them to take appropriate risks. There are valuable opportunities for the children to develop their information and communication technology skills by using a metal detector to find a necklace in the sand. They use phones to converse in the role-play area, and this develops their verbal skills successfully. There are appropriate opportunities for the children to develop their awareness of number and shape by playing with different equipment and counting while singing familiar songs. They play with familiar 3D shapes and start to put them in size order. However, this element has not yet been fully developed. However, opportunities for the children to develop their number skills have not been fully developed.

Practitioners act as key workers for groups of children. This allows them to get to know the children very well and they record key events in each child's development and share the information with the team. This enables all practitioners to respond effectively to every individual's needs. The 'learning journeys' are an effective way of summarising progress and identifying the next steps in individual children's development.

Practitioners provide valuable opportunities for the children to learn about Welsh culture by celebrating events such as St Dwynwen's Day. Practitioners ensure an effective range of multicultural experiences for the children. For example, the children learn about Diwali from visitors who share their experience of celebrating the festival as a family.

### **Environment: Good**

Leaders prioritise child safety by implementing procedures that ensure that any potential hazards are monitored and managed effectively. They have formulated thorough risk assessments to outline potential risks and the action taken to reduce or prevent the risk to children. They have also reviewed these documents regularly, and undertake additional assessments in relation to any new activities. Practitioners complete daily checks of the play areas, toys and resources and keep a log of any further action needed. Practitioners deal with any hazards identified quickly and effectively. For example, cleaning the sand and clay from the floor regularly to minimise the risk of slipping.

The play room is pleasant, comfortable and cosy, and there is plenty of room for children to move around freely. Leaders ensure children have a sense of belonging by displaying examples of their work on the walls and including photographs of the children in the self-registering area. The practitioners ensure that the play room offers a wide range of stimulating and exciting activities and resources, which enrich the children's experiences successfully. For example, there are a variety of natural materials and resources such as leaves, twigs, flowers and herbs across many of the play areas to build on the children's understanding of the world around them. The outdoor play area offers a large number of exciting opportunities which develop the children's interest effectively, for example, an opportunity to experiment with mud and seeds in the mud kitchen.

Leaders ensure that the wide range of resources are clean and of good quality. These are stored at a low level to allow the children to select them independently without adult intervention. Cleaning tasks, including regular disinfection of toys, are recorded in detail. Leaders have started to invest in resources to promote the children's awareness of different cultures. This helps the children to learn to be tolerant citizens and to understand differences in the world around them.

### **Leadership and management: Good**

Since her relatively recent appointment to the role of cylch leader, the leader has worked hard to realise her ambition for a happy cylch which the children enjoy attending and where they thrive and make progress in their skills. She works closely with the dedicated management committee to provide the best possible service. All practitioners work together successfully as a team to provide engaging experiences for the children.

Leaders scrutinise the provision continuously to identify strengths and aspects which could benefit from further development. Practitioners, members of the management committee and parents are given the opportunity to contribute and leaders assess what should become priorities. Recently, a decision was made to change the way in which parents' views are collected and they now engage more effectively via an online process which is more accessible and convenient to them.

The self-evaluation process leads to appropriate improvement priorities which are taken into account when considering practitioners' professional learning needs. As a result of this work, the setting has developed its responsive planning methods to consider the children's interests fully. Following discussions with the local education authority's advisory teacher, they have changed the way equipment is set out to make it accessible to the children during sessions.

Leaders operate safe recruitment procedures and have good arrangements for evaluating practitioners' performance. Supervision arrangements are firmly established. The leader ensures that training focusses on aspects which are personal priorities for individual practitioners and the development needs of the provision. The leader and practitioners have focussed on developing the children's creativity attending training and discussing with other practitioners within the sector. This has had a positive influence on the way they cater for developing the children's creativity.

Leaders work closely and regularly with the local education authority's early years advisory team. They have worked together effectively to develop the way in which practitioners present the curriculum. Similarly, leaders have a close and supportive relationship with officers from support agencies which provide policies and procedures, along with training for the cylch practitioners.

Leaders have a close and supportive relationship with the school where the provision is located. This ensures that the children move forward happily to the next step in their learning. Leaders and practitioners have a close and supportive relationship with the children's parents. They arrange regular meetings where parents are given



the opportunity to discuss their children's welfare and progress and receive regular information about their children's progress.

## 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))

CIW and Estyn evaluate a provider's effectiveness using a four-point rating scale:

|                  |   |
|------------------|---|
| <b>Excellent</b> | Very strong, sustained performance and practice                                   |
| <b>Good</b>      | Many strengths and no important areas requiring significant improvement           |
| <b>Adequate</b>  | Strengths outweigh weaknesses but improvements are required                       |
| <b>Poor</b>      | Important weaknesses outweigh strengths and significant improvements are required |

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Publication date: 24/05/2024

### Summary of Non-Compliance

| Status              | What each means   |
|---------------------|---|
| <b>New</b>          | This non-compliance was identified at this inspection.  |
| <b>Reviewed</b>     | 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. |
| <b>Not Achieved</b> | Compliance was tested at this inspection and was not achieved.  |
| <b>Achieved</b>     | 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  |
|------------------|--|
| <b>Excellent</b> | 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. |
| <b>Good</b>      | 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.  |
| <b>Adequate</b>  | 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.  |
| <b>Poor</b>      | 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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**Date Published 24 May 2024**