



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

**A report on**

**Cylch Meithrin Tedi Twt  
C/O Ysgol Gymraeg Gilfach Fargoed  
Commercial Street  
Bargoed  
CF81 1JG**

**Date of inspection: June 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Tedi Twt

Name of setting	Cylch Meithrin Tedi Twt
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Jacqueline Davies
Person in charge	Kate Jenkins
Number of places	18
Age range of children	3 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 9am to 3:15pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	First post-registration inspection
Date of previous Estyn inspection	30/01/2012
Dates of this inspection visit(s)	12/06/2019
Additional information	

## Summary

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

## **Non-compliance**

**No areas of non-compliance were identified during this inspection.**

## **Recommendations**

R1 Improve equipment to ensure that children develop their information and communication technology (ICT) skills effectively

R2 Ensure that practitioners use the Welsh language effectively and consistently to improve children's spoken Welsh

## **What happens next**

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

## Main findings

### **Well-being: Good**

Most children express their feelings clearly and make effective choices and decisions about where to play and with whom. During free play, most of the children move confidently between activities. Most children contribute ideas towards themes according to their interests, for example, gardening.

Almost every child is happy and comfortable in the care of practitioners. Most of the children arrive at the setting with a sense of anticipation and cope very well when separated from their parents and carers. They form positive bonds with their key workers and with other children, and this has a positive impact on their well-being and their daily activities. Children's artwork and pictures displayed around the room contribute appropriately to their sense of belonging to the nursery.

Most of the children are very well behaved during free play and group sessions. Many share resources well and are beginning to understand how to take turns successfully, for example by working effectively together when making a cup of tea in the home area. Many show a meaningful understanding of the difference between right and wrong, and they politely say 'diolch', when appropriate.

Most of the children enjoy their play and learning activities. For example, they enjoy creating a posy of flowers and using binoculars to look for worms. The majority successfully persevere with their tasks and respond suitably to encouragement from practitioners.

Almost every child learns new skills as they experiment with a stimulating range of play opportunities.

Almost every child has good self-help skills. They wash their hands and brush their teeth with little assistance. Most of the children are developing their independent skills very well during snack time thanks to the great opportunities provided.

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

There is no report on children's learning as there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, on which we could report anonymously.

### **Care and development: Good**

Practitioners treat the health and safety of children as a matter of the utmost importance. Each practitioner has a good understanding of their roles and responsibilities. They implement the setting's policies and procedures appropriately. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners encourage every child to take part in various schemes that promote healthy lifestyles, including brushing teeth. The setting gives healthy snacks and drinks to children. Practitioners provide valuable opportunities

for children to exercise and play outside daily, for example yoga and dancing sessions. Hygiene procedures and practices are very good and children are encouraged to wash their hands at appropriate times.

Practitioners control children's behaviour effectively. They are a good role model in terms of behaviour, are always kind and regularly remind children to share toys and behave appropriately.

The setting has a suitable policy that focuses on promoting positive behaviour. Children are given encouragement and support to solve any conflict themselves. Practitioners often praise the children, which reinforces their self-esteem. Practitioners know the children very well, and they have a clear understanding of their needs and individual preferences.

Rich opportunities are provided for children to learn about the importance of caring for living things, for example by growing plants in the garden. Practitioners provide the good opportunities for children to develop their independence. For example, they encourage children to serve their own food and drink, eat independently and tidy up after their activities very well.

The setting has beneficial procedures to support children with additional needs. Practitioners use assessments intelligently to identify those children who need support and to arrange suitable provision for them. They collaborate with external agencies effectively to support children when needed, for example by receiving advice from Flying Start staff and health professionals.

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

Practitioners deliver an interesting curriculum which reflects the foundation phase's philosophy in an effective way. They purposely plan a range of learning opportunities, which includes children's choices in their learning.

Practitioners have good expectations. They consistently challenge children whilst intervening sensibly during activities, such as encouraging them to build a house for the three little pigs using blocks. Practitioners' questions positively impact children's skills and they provide a wide range of valuable opportunities to learn through practical play. Good examples of this include erecting a tent to listen to stories and cooking enthusiastically in the mud kitchen.

The procedures for assessing children's progress are effective. Practitioners undertake routine assessments and discuss with the children how to improve their work in a sensible manner. They use assessment findings rigorously to plan the next steps in children's learning successfully. Practitioners meet with parents and carers every term to discuss their children's progress. They provide them with useful booklets and reports, which effectively reflect their children's achievement.

Informed planning has a positive impact on the children's literacy and numeracy skills. It includes language challenges whilst preparing food in the home area and interesting counting tasks when creating a posy of flowers. ICT provision is appropriate and offers suitable opportunities to use cameras, a phone and a voice recorder. However, practitioners do not plan using challenging apps to develop children's early ICT skills effectively.

Practitioners are able to focus on developing the children's physical and creative skills well. They motivate the children to work together and learn on a practical level, for example climbing adventurous equipment and painting bright summer flowers.

Practitioners focus on improving the children's Welsh language skills appropriately by using words, numbers, colours and repeating simple phrases. However, practitioners do not use the Welsh language consistently enough with the children or each other in order to ensure the biggest impact. Practitioners promote the children's awareness of Welsh culture successfully by celebrating St David's Day and studying nearby castles and the industry of the valleys.

Practitioners celebrate diversity and develop a range of the children's spiritual, moral, social and cultural skills well. For example, they study the Chinese New Year and make candles to celebrate Diwali. In addition, visitors, such as emergency service personnel, and visits to the local shop, create a sound awareness among the children of their community.

### **Environment: Good**

Children are cared for in a very purposeful building, designed appropriately to encourage their learning and development. Access to the building is via a secure door, and visitors are asked to sign in. Practitioners make effective use of the indoor and outdoor environment. They provide stimulating play and learning areas, that include quiet and role play areas, opportunities for children to explore and question and activities that have a positive impact on their creativity.

Practitioners are aware of their roles in safeguarding children. For example, they undertake a daily risk assessment of the building's indoor and outdoor areas. They use an effective procedure at the end of the session to ensure that children leave with their parents or recognised carers. Practitioners are deployed effectively and supervise children carefully during activities to ensure their safety.

The setting is clean and very well-maintained. The toilets and nappy changing facilities are clean and comply with hygiene requirements. A fire drill is held regularly, and fire and electrical equipment safety checks are up to date.

The environment is inclusive and every child is given equal access to all of the resources and different activities. Children are given the opportunity to go to the toilet and use the hand-washing basins independently.

Practitioners ensure that the play environment is appropriate for the age of the children in attendance. The layout of the building allows children to move around freely and make effective choices regarding their play. Children's well-being is promoted through the very good range of toys and equipment in the room and outdoor areas. Some resources are kept in low level boxes which are labelled to enable children to reach toys independently. There is a wide range of toys and equipment to promote cultural awareness, including books, displays and dolls.

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

The leader's rigorous leadership practices have a planned impact on the setting's procedures. She is a robust leader who directs the setting's day-to-day and long-term work successfully. She maintains a clear focus on providing the children with interesting experiences, which impact their outcomes purposefully.

The planning of stimulating experiences, diligent care and reliable teaching focus on meeting the needs of children effectively. As a result, by following the great example set by the leader and her deputy to improve standards, every practitioner is fully committed to their work. They have appropriate expectations and support children to engage in continuous learning in constructive ways.

Active and established self-evaluation procedures are in place. The leader ensures that she gives full consideration to the views of practitioners, parents and carers, children and external agencies. This is done via meaningful discussions with all those connected to the setting, in order to improve the provision and meet the needs of children in an informed manner. For example, they have reorganised the learning environment intentionally and focus intently on improving children's problem solving skills.

The responsible individual and management committee are active. They listen sensibly to suggestions made by the leader and officers from external agencies. There are sound arrangements in place to monitor provision and well-being. They validate the leader's decision making well, after she has applied established procedures to identify the setting's strengths and areas for improvement. These procedures allow for setting valid targets in the improvement plan. Monitoring practices for supervising and evaluating leadership procedures are consistent, relevant and supportive.

The leader ensures a good allocation of resources in the learning areas. She ensures that effective training is available to develop individuals' skills purposefully. In addition, the use made of the budget and grant funding prioritises expenditure against the targets found in the improvement plan in an informed manner. As a result, the leader ensures that expenditure has a powerful impact on provision. Good examples include the use of mathematical equipment, such as scales, to promote numeracy skills, and a strategy to improve oral skills, by using cameras.

The setting works effectively with a range of good partners to improve provision and children's outcomes. For example, there are positive links with the nearby school to support the children when they move on to the next stage of their education. Practitioners work closely with parents and carers, and arrange open days every term to discuss children's progress, which ensures that children's needs are purposefully targeted.



## 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 judgement 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

**This document has been translated by Prysg Cyf (Welsh to English).**

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