



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

A report on

**Cylch Meithrin Pencoed
The Old Clinic
Penprysg Road
Pencoed
CF35 6SS**

Date of inspection: January 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Pencoed

Name of setting	Cylch Meithrin Pencoed
Category of care provided	Full day care
Registered person(s)	Juliet Jones
Responsible individual (if applicable)	
Person in charge	Juliet Jones and Sarah Griffith
Number of places	36
Age range of children	2 – 3 years
Number of children funded for up to two terms	12
Number of children funded for up to five terms	0
Opening days / times	9:15am – 4:00pm during term time
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The provision is working towards providing the 'active offer' for the Welsh language.
Date of previous CIW inspection	31/01/2017
Date of previous Estyn inspection	15/06/2015
Dates of this inspection visit(s)	22/01/2019
Additional information	English is the main language spoken at home by nearly all children.

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
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)	Adequate
Environment	Good
Leadership and management	Adequate

Non-compliance

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

Recommendations

- R1 Improve children's oral Welsh skills
- R2 Ensure more opportunities to promote children's independence
- R3 Improve planning to provide regular opportunities for children to develop literacy, numeracy and information and communication technology (ICT) skills systematically across the areas of learning
- R4 Adapt the daily routine to ensure that activities hold children's interest and contribute effectively to developing their wellbeing and learning
- R5 Strengthen self-evaluation and planning for improvement procedures to ensure that they focus rigorously on the quality of teaching and developing children's skills

What happens next

The setting will produce an action plan to show how it will address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Good

Most children express their feelings clearly and make effective choices and decisions about where to play and with whom. For example, during free play outdoors, most choose where to play and move confidently from one activity to another. Most are keen to contribute ideas to themes according to their interests. For example, the children's interest in a toy monkey has had a strong influence on practitioners choosing the theme of the jungle.

Nearly all children are happy and comfortable in practitioners' care. Most arrive at the setting eagerly and cope very well when they are separated from their parents or carers. A very few children who are uncertain on arrival are willing to be comforted by practitioners before familiarising themselves with the daily routine. Nearly all children are aware that practitioners will listen to their wishes and respond appropriately to their needs.

Many children behave well during free play and group periods. They show patience and courtesy for extended periods, for example when waiting for a snack. Many share resources well and are beginning to understand how to take turns successfully, for example when working together effectively to choose objects to decorate tree branches.

Most children enjoy their play and learning activities, such as playing with dough to create interesting shapes and making a sand castle in the mud kitchen. A majority persevere with their tasks appropriately and respond suitably to encouragement from practitioners.

Nearly all children enjoy learning new skills as they experiment with a variety of stimulating play opportunities. They have good self-help skills and wash their hands and brush their teeth with limited support from adults. When given an opportunity, a majority of children develop their independence skills appropriately, for example when putting on their coats to go to the outdoor area. However, a minority are too dependent on support from adults in order to complete tasks.

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

Overall, many children make suitable progress in their skills from their starting points.

Many children listen appropriately during activities. A majority are beginning to develop a suitable awareness of the Welsh language, and a few repeat simple vocabulary competently when they are prompted by adults. However, only a few respond confidently enough to new instructions, and many wait for English

instructions before they respond. Many children enjoy listening to stories and are keen to see what happens next in the story. A minority are beginning to handle books appropriately, although only a few children choose to read stories independently. Many children make marks purposefully during activities. They hold writing implements correctly and are beginning to make marks for a purpose, for example when tracing the shadow of an animal on a large piece of paper.

Many children develop early numeracy skills appropriately. They count to ten fairly confidently and count objects up to five with support. Most recognise patterns successfully, for example when matching patterns on animal skins to the same pattern in their homes. Many use mathematical vocabulary correctly in English, such as 'small' and 'big' when weaving objects onto twigs.

Many children develop appropriate problem-solving skills, for example when experimenting with objects to see whether they float or sink in water.

Many children's information and communication technology (ICT) skills are developing gradually. They are beginning to experiment with a limited range of ICT resources appropriately, for example when beginning to make choices on different apps. A minority are beginning to give simple instructions to a programmable toy suitably, under adult guidance.

Most children develop strong physical skills, for example by kicking balls into hoops and balancing on spots in the outdoor area. Most strengthen their fine motor skills successfully by using a wide range of equipment, including hammering a golf tee into a pumpkin.

Many children use their creative skills successfully across the areas of learning. They are beginning to experiment well with different musical instruments in order to create sounds to convey meaning.

Care and development: Good

Practitioners give a high priority to keeping children safe and healthy. They have a sound understanding of their roles and responsibilities, and implement all of 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 children to take part in various schemes that promote a healthy lifestyle successfully, for example by brushing their teeth every day. The setting ensures that healthy snacks and drinks are available to the children. Through daily practices, practitioners provide valuable opportunities for children to exercise and play outdoors, for example by riding bicycles in the garden. The setting's hygiene procedures and practices are very good, and children are encouraged to wash their hands at the appropriate times.

Practitioners manage children's behaviour effectively. They are good behaviour models, are kind consistently and remind children regularly to share toys and respect each other. Children are given effective encouragement and support to solve any conflict themselves. Practitioners praise them regularly, which has a positive effect on developing children's self-confidence.

Rich opportunities are provided for children to learn about the importance of caring for living things, for example by growing plants in the garden. They have also learned how to care for chicks and police horses when they visited the setting.

The setting has beneficial procedures to support children with additional needs. Practitioners use assessment information skilfully to identify children who need support and arrange suitable provision for them. Practitioners work effectively with external agencies to support children, as necessary, for example by receiving advice from the speech therapist to support children with speech and language difficulties.

Practitioners know the children well and have a clear understanding of their individual needs and wishes. However, practitioners do not always provide enough opportunities for children to develop their independence, as they have a tendency to do too much for them.

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

Practitioners plan a wide range of stimulating learning experiences that engage many children's interest successfully. This is supported effectively by a number of visits and visitors to enrich the curriculum. For example, after finding a hedgehog in the outdoor area, practitioners arranged for it to receive treatment and released it back into its habitat with the children.

Practitioners contribute purposefully to planning an interesting curriculum jointly, which meets the requirements of the foundation phase appropriately. They consider the voice of the child effectively as part of the process. They have sensible assessment arrangements, which enable them to track children's progress well and identify gaps in learning. Practitioners make purposeful use of previous assessments and the foundation phase framework to plan specific activities to develop children's skills suitably. However, they do not always plan enough opportunities for children to develop their literacy, numeracy and ICT skills across the learning areas.

Recently, practitioners have changed the structure of the day to provide more opportunities for children to experiment and develop their skills more independently, both indoors and outdoors. However, group sessions have a tendency to be too long and do not have enough focus on developing specific skills. As a result, many children become restless and lose interest during these sessions. Overall, the daily routine does not contribute effectively enough to developing aspects of wellbeing and the skills of children of all ages.

Practitioners have a supportive working relationship with children. In the best practice, practitioners intervene purposefully in children's play, for example when modelling how to write a shopping list in the role-play area. As a result, children emulate the practitioner's model and develop their early writing skills successfully. Although many practitioners question the children suitably in Welsh, their lack of confidence with the language and their willingness to turn to English limits the children's development and ability to communicate through the medium of Welsh.

The setting plans rich experiences to develop children's spiritual, moral, social and cultural development. For example, it raises children's awareness of those who are less fortunate than themselves in the world by organising a collection for the local food bank. The setting provides beneficial opportunities for children to learn about Welsh traditions through celebrations such as St David's Day and activities for 'Shwmae Su'mae Day'.

Environment: Good

The setting provides a stimulating environment for children in a purposeful building, which is designed to encourage children to learn and develop effectively. Leaders ensure that the setting is secure by implementing appropriate policies and procedures.

Practitioners have a sound awareness of their roles and responsibilities in keeping the children safe. For example, they complete daily risk assessments of the indoor and outdoor areas in order to ensure that they are suitable for the children's use. Practitioners are deployed effectively to supervise the children during activities to ensure their safety. They have an effective procedure at the end of the session to ensure that children leave with parents or recognised carers.

The site is clean and very well maintained. Practitioners follow effective hygiene procedures, for example by wearing protective clothing to prepare and serve snacks. Toilets and nappy changing facilities are clean and comply with hygiene requirements.

Practitioners ensure that the play environment is stimulating for the age of the children. The layout of the building allows children to move around freely and make effective choices in terms of their play. Children's wellbeing is promoted through a very good selection of toys and equipment in the playrooms and the outdoor areas. Recent work to improve the outdoor area ensures valuable opportunities for children to experiment and play outdoors. Overall, resources are kept sensibly in low-level labelled boxes. This enables the children to reach resources and use them independently. However, practitioners do not always give full consideration to setting out resources in learning areas in order to promote literacy, numeracy and ICT skills effectively. The setting has a wide range of toys and equipment to promote children's cultural awareness successfully. Practitioners use the sensory room effectively for children who need to relax in a calm and safe environment.

Leadership and management: Adequate

The registered person and person in charge have a robust vision for the setting, which is based on creating a caring ethos and a stimulating environment for children. They share this successfully with staff, parents and the community. There are suitable arrangements in place for employing and recruiting staff. However, leaders do not always ensure that all staff have the language skills necessary to respond to the setting's language medium. Leaders share responsibilities purposefully among the staff, and staff act on these conscientiously. For example, the weekly routine ensures that staff understand their responsibilities clearly.

Information is shared with staff appropriately through regular meetings. This enables all members of staff to contribute to the planning process efficiently. There are suitable arrangements in place to ensure staff supervision. Overall, arrangements enable staff to reflect on their performance and discuss their development needs appropriately. However, leaders do not make effective enough use of processes to target priorities for improvement, such as aspects of teaching. Neither the person in charge nor the registered person, who acts as a practitioner at times, receive any formal supervision in order to develop their skills.

The setting has robust self-evaluation arrangements, and leaders consider the views of parents, staff and external agencies as part of the process. Very recently, they have resumed the process of individual observations in order to begin to identify strengths and areas for improvement in teaching. Overall, self-evaluation arrangements enable leaders to identify a majority of strengths and areas for development. However, they do not use the procedures rigorously enough to identify all areas for improvement, such as the use of the Welsh language and the structure of the day. Leaders use development plans suitably to improve a few priorities, such as developing the outdoor area for the children.

The setting has a wide range of valuable partnerships, which have a positive effect on provision and children's standards. There is a strong partnership between parents and the setting, and there are valuable arrangements in place, such as newsletters and a notice board, to inform parents about the setting's work and events effectively. Parents are given beneficial opportunities to visit the setting with their children before they begin there. This ensures that children transfer to the setting smoothly and settle quickly.

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 evaluates a provider's effectiveness using a four-point judgement 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 Trosol (Welsh to English).

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