



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

**A report on**

**Cylch Meithrin Llangeitho  
Ysgol Gynradd Llangeitho  
Llangeitho  
Tregaron  
Ceredigion  
SY25 6TR**

**Date of inspection: December 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Llangeitho

Name of setting	Cylch Meithrin Llangeitho
Category of care provided	Full day care
Registered person(s)	The Management Committee
Responsible individual (if applicable)	Graham Parker
Person in charge	Lynwen Hughes
Number of places	19
Age range of children	2 to 4 years old
Number of children funded for up to two terms	7
Number of children funded for up to five terms	0
Opening days / times	Tuesday and Thursday between 9.00am and 4.30pm, and Wednesday and Friday between 9.00am and 12.00pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the “active offer” for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use the service, or who may use the service, in terms of the Welsh language and culture.
Date of previous CIW inspection	11/12/2018
Date of previous Estyn inspection	16/01/2013
Dates of this inspection visit(s)	03/12/2019
Additional information	Most children come from English-speaking homes.

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (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 areas of non-compliance were identified during this inspection.**

## **Recommendations**

R1 Ensure that practitioners intervene less in children's activities in order to promote their independence

R2 Provide purposeful opportunities to learn about the roles of people in their community

## **What happens next**

The setting will produce an action plan that shows how it will address the recommendations.

## Main findings

### **Wellbeing: Good**

Most children make intelligent decisions when choosing areas in which to play. Most express an opinion well and contribute ideas for activities effectively by creating mind maps. For example, they visit a castle as a result of children's ideas. Many show excitement and joy when discussing Christmas presents confidently. During circle time, a majority discuss their feelings intelligently and try to explain why they feel happy, excited or sad.

Most children are eager on arrival at the setting and cope well when separating from their parents and carers. They are very familiar with the daily routine and nearly all comply well with procedures, for example by knowing that circle times follow tidying up time. Children and practitioners have fun and laugh enthusiastically, and this is an integral part of the setting's ethos. Children's positive attitudes ensure that many show interest and excitement when learning.

Most children are friendly and play well together. For example, they play in the shop and try to help each other successfully when filling a trolley with various objects. They show concern if anyone feels sad and are patient when helping others to find a toy that has gone missing. Most are polite and use purposeful manners during snack time. Many feel that they succeed when completing challenging activities, such as taking a picture with a digital camera.

Most children take an interest in their play and learning. For example, they play purposefully with their favourite toys, such as dinosaurs of different sizes. They also build towers diligently with blocks. They enjoy singing simple songs and nursery rhymes, and understand that they are learning Welsh while talking and making gestures. Most learn about the properties of shapes and their size effectively, while playing board games and completing a jigsaw conscientiously. Nearly all children learn how to use a spoon and other equipment efficiently while playing intelligently in the mud kitchen.

Nearly all children learn new skills regularly as they experiment with a variety of purposeful play opportunities, such as recognising their names and pouring drinks carefully. They also wash their hands purposefully, go to the toilet independently and try to put on their coats without help before choosing to go to the outdoor area.

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

Many children make purposeful progress in their literacy, numeracy and information and communication technology (ICT) skills from their starting points. Many children's initial skills are low in Welsh.

Most children listen to instructions and act on them effectively. They concentrate diligently when labelling Christmas presents and searching for pentagons in the soil. They respond enthusiastically to music and join in confidently with familiar songs, such as 'Sosban Fach'. Many children communicate clearly when responding to

discussions. They consider other people's needs purposefully and explain their feelings sensibly. A majority use simple Welsh words and phrases well as they sell goods in the role-play shop.

Many children take an interest in books and consider their content effectively. They discuss events intelligibly and handle books like confident readers. They respond to the content of stories with interest, such as following the trials and tribulations of a hedgehog and his battle with the weather. Many children make marks purposefully with different media, such as chalk and paint. They also note orders from the shop effectively and prepare their Christmas letters eagerly. As a result, they enjoy their early writing experiences and a majority explain the purpose of their writing clearly.

Many children use mathematical language effectively and in the correct context. They count to 10 confidently and discuss the properties of different shapes meaningfully, and identify the differences between them purposefully. Many use three-dimensional shapes and 'heavy' and 'light' objects wisely when building a sled to transport presents. They choose relevant equipment and materials to solve mathematical problems purposefully. For example, they move leaves from a trough with a forceful flow after measuring the volume of a box with water. They also create a balanced mixture of pebbles and soil in the mud kitchen by filling and emptying bowls carefully.

Most children develop their ICT skills successfully by using electronic tablets and toys. As a result, they are familiarising themselves with technology effectively by using equipment in their daily activities.

Most children develop good physical skills when moving to music and using adventure equipment enthusiastically. Many develop purposeful thinking and creative skills, which has a positive effect on their learning. For example, they create interesting patterns by threading wool around the edges of shapes and painting autumn creatures independently.

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

Practitioners place a very high priority on children's health and safety. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have attended relevant and up-to-date safeguarding training, which supports their understanding of children's needs and ensures that they are cared for purposefully. They are very familiar with the setting's daily procedures and attend appropriate training, such as first aid, food hygiene and managing children's behaviour.

Practitioners follow good hygiene practices, wash their hands and wear aprons and gloves conscientiously. Procedures for recording accidents or injuries are effective and risk assessments are updated regularly. Practitioners provide effective opportunities for children to live healthily and reinforce the importance of oral hygiene successfully by encouraging children to brush their teeth. Children are offered a variety of tasty fruits during snack time, which reinforces their awareness of nutritious food further. Practitioners ensure that children take part in purposeful physical activities, such as moving and dancing at the beginning of every session.

Adventurous activities are also provided in the outdoor area to run, balance, jump and climb.

Practitioners use positive behaviour management strategies and deal effectively with any discontent. They speak to the children kindly and gently consistently, and this leads to creating a happy and relaxed environment. Children are given encouragement and support to resolve any conflict themselves, such as encouraging each other to feel happier. As a result, children learn how to develop resilience. Practitioners praise children regularly and reinforce their self-confidence regularly by praising their efforts well.

There are robust systems in place to support children with special educational needs, and the setting works very closely with key agencies, such as speech therapists and health visitors. Parents are given comprehensive information about their children's progress. Practitioners know the children and their families very well and have a clear understanding of their individual needs, abilities and preferences.

Practitioners promote equality and diversity well and ensure that all children have equal access to resources and activities. A good example of this is the practitioners' thorough knowledge of children's allergies and dietary preferences.

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

Practitioners work together effectively for the benefit of the children. They have high expectations and provide interesting opportunities for children to learn through practical experiences. Good examples of this include creating hedgehogs from play dough and twigs, and using binoculars to identify different birds. Practitioners question children intelligently, which has a purposeful effect on improving their literacy and numeracy skills. However, they intervene too much during activities, which limits children's independent learning.

Practitioners provide an engaging curriculum that reflects the philosophy of the foundation phase purposefully. They plan meaningful learning experiences, which target children's interests positively, both indoors and outdoors. Effective activities include challenges to find animals in the willow and bake healthy muffins.

Practitioners plan valuable opportunities to develop children's literacy skills. They focus well on improving children's Welsh by repeating words and phrases frequently and singing lively nursery rhymes. Their regular practices support children well to understand mathematical concepts, such as the purpose of money and how to measure the height of a castle by counting blocks. Provision to develop children's ICT skills is successful and provides good opportunities for them to use technological equipment. As a result, provision challenges children effectively to improve their early ICT skills.

Practitioners plan effectively to develop children's physical and creative skills. For example, they encourage them to climb enthusiastically on adventure equipment and role-play in an imaginary squirrel forest.

Practitioners place a clear emphasis on developing children's spiritual, moral and social skills. They celebrate diversity sensibly by studying rangoli patterns and celebrating festivals, such as Diwali. They also promote children's awareness of Welsh culture successfully through activities such as creative Owain Glyndŵr flags.

Visits are used beneficially. Good examples, which correspond with specific themes, include visits to a nearby farm and Aberystwyth castle. However, practitioners do not use visitors beneficially enough, which limits children's awareness of the roles of residents in their local area.

Assessment procedures are effectively. Findings correspond reliably with children's outcomes, and practitioners discuss sensibly with children how to improve their work. As a result, they challenge children purposefully towards the next steps in their learning.

The setting holds useful meetings with parents and carers to discuss their children's progress. They provide them with detailed reports, which reflect their children's achievements effectively.

### **Environment: Good**

Children receive care and education in a building that has been designed and set out to promote their independence and encourage them to learn and develop their skills well. The environment and stimulating play areas are used effectively. Effective examples of this include the quiet area, role-play area, discovery area, creative area and the mathematical area. There is an effective range of resources in all areas, within the children's reach, which supports children's learning and independence beneficially. The environment is welcoming and interesting, and numerous displays of posters and children's art work are very attractive.

The setting has robust arrangements for welcoming visitors to the building, and practitioners follow effective safety procedures when children arrive and leave the setting. The environment is extremely safe and clean and, as a result, promotes children's safety and wellbeing effectively. The setting is cleaned daily and is very well maintained.

Practitioners make good use of equipment and resources, and plan stimulating play opportunities for children. For example, children are able to choose to play either in the indoor areas or outdoors. This supports their learning successfully, and the good quality activities ensure that children concentrate for long periods. For example, children enjoy using a simple pump to transfer water from one place to another. Practitioners provide purposeful opportunities for children to play physically, and there are beneficial opportunities for them to balance, climb and search enthusiastically for animals in the forest. Practitioners also promote children's creativity and imagination effectively in the mark-making and painting areas, the sand pit and the mud kitchen.

There is a successful supply of good quality resources, which are appropriate for children's age and development. Resources are accessible to the children, which enables them to make wise choices about their play. There is a wide range of toys and equipment to promote cultural awareness well, such as books and dolls. There



is a good selection of resources for children to develop their ICT skills, including sound and recording resources. They also learn about the importance of recycling effectively. Practitioners re-use goods and junk well, and promote the principles of sustainability purposefully by making their own games and equipment.

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

The leader sets a purposeful direction for the setting's work and ensures engaging experiences for children, which has a good effect on their wellbeing and learning. She listens to the advice of others effectively and acts promptly on any recommendations for improvement. As a result, experiences, activity planning and the setting's policies focus rigorously on meeting children's needs successfully. The leader works conscientiously with the dedicated practitioners, and they have high expectations of themselves and the children. As a result, they succeed in developing children's skills effectively.

The responsible person and the management committee are highly effective. They match and weave all aspects of the setting's leadership together skilfully. As a result, the responsible person has an excellent influence on the setting's day-to-day work and strategic direction. His masterful support ensures that practitioners understand their roles in full through proficient evaluations, supervision and discussions. There are robust and polished arrangements to monitor children's outcomes and provision, which support any areas for improvement in the work of the leader and practitioners robustly. The rigour of the innovative procedures ensures extremely effectively targets to make convincing improvements. These lead to purposeful changes for the future, such as building internal and external extensions, after obtaining and making excellent use of national grants.

Robust self-evaluation procedures permeate the setting's practices. Everyone is clear about their responsibilities and they are shared sensibly between practitioners to create effective ownership. As a result, practitioners ensure that they give full consideration to the views of each other, parents and carers, children and external agencies. They hold regular discussions with everyone who is linked to the setting to improve provision and children's learning experiences. This has a positive effect on improving the necessary aspects that are in need of attention. For example, they listen to parents and carers and act on the findings, such as using social media to convey information.

The management committee allocates resources wisely. This is done by ensuring that there are sufficient qualified practitioners, with relevant training, to meet children's needs effectively. In addition, the use of the budget prioritises expenditure against the targets in the development plan purposefully. As a result, the management committee ensures that the use of funding has a direct effect on provision, learning and children's wellbeing. A good example of this is the willing co-operation with the local authority to use grants sensibly to fund extensions, equipment and useful training for the benefit of the children.

The setting has a range of effective partnerships, such as with parents, who support the setting by maintaining the building and raising money regularly. Practitioners work successfully with all partners to improve provision and children's outcomes. For example, they listen sensibly to the suggestions of officers from the local authority

and Mudiad Meithrin to improve provision. There are also very positive links with the school. They have a successful agreement to share the site intelligently and transfer children to the next step in their education smoothly.

## 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 evaluates 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 Trosol (Welsh to English).**

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Publication date: 07/02/2020