



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

A report on

**Cylch Meithrin Glan y Môr
Y Caban
Near Ysgol Myfenydd
Llanrhystud
Ceredigion
SY23 5AT**

Date of inspection: February 2020

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Glan y Môr

Name of setting	Cylch Meithrin Glan y Môr
Category of care provided	Full Day Care
Registered person(s)	Angharad Rees-Jones
Responsible individual (if applicable)	
Person in charge	Angharad Rees-Jones
Number of places	19
Age range of children	2 and a half to 4 years
Number of children funded for up to two terms	14
Number of children funded for up to five terms	
Opening days / times	Monday to Thursday
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 that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use the service.
Date of previous CIW inspection	18/07/2017
Date of previous Estyn inspection	22/01/2014

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Dates of this inspection visit(s)	11/02/2020
Additional information A minority of children speak Welsh as their first language.	

Summary

Theme	Judgement
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)	Adequate
Environment	Good
Leadership and management	Good

Non-compliance

We have notified the registered persons that improvements are needed in relation to providing information, and notifying the appropriate office in the day care setting where there is change in relation to the persons caring for the children on the premises as soon as it's practically reasonable to do so.

- regulation 31 (2) (b)

A notice has not been issued on this occasion, as there was no direct or significant impact on children who use the service. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

Recommendations

A1 Strengthen assessment arrangements to ensure that practitioners make better use of findings to plan the next steps in their learning.

A2 Ensure that leaders fully implement the outcomes of the self-evaluation process and the priorities of the improvement plan

What happens next

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

Main findings

Well-being: Good

Most children make intentional choices when choosing activities. They are eager and confident in selecting resources during the free sessions. For example, they are happy choosing boxes of role play resources; wearing fireman and builder hats, and others choose to play with dolls, ramps and cars. The majority of children express their views well and contribute ideas to activities effectively by jointly creating a mind map with the practitioners on the theme of the farm. Most children express their feelings and preferences consistently when choosing activities. Almost all children feel confident in recording their feelings when self-registering and updating them as their feelings change during the session.

Most children arrive at the setting with a sense of anticipation and cope well when separated from their parents and carers. Many children show enthusiasm and pride when they see their friends arriving at the setting by shouting their names happily. The majority of children respond positively to praise from practitioners and smile happily as they receive a praise stamp for being brave. Most children are excited as they play outside and laugh and shout loudly as they run from the wooden train and play with hoops and trucks in the mud. Almost all children have a sense of belonging in their environment as they see their creative work on display. Children and practitioners share a lovely relationship. They smile at practitioners when they are greeted in the morning and when they are regularly praised.

Nearly all children are very well behaved during their free play and are familiar with the daily routine. Nearly all children play together very well in the playing areas. For example, they play with their peers in the home corner using dolls and prams and take turns in playing board games successfully. They consistently share resources. Most are courteous and use appropriate manners naturally during snack time by saying thank you to practitioners. Most children respect others by complying with rules. They follow rules and directions from practitioners to tidy up and form a line as they collect their snacks promptly.

Most children enjoy and are interested in their play and learning opportunities. They are excited as they hunt for treasure in the sand tub, and take pride in creating mud cakes for practitioners. Almost all children sing simple Welsh rhymes and songs happily. For example, most children laugh happily as they sing 'pen, ysgwyddau, coesau, traed' and take part enthusiastically. Children persevere whilst taking part in tasks, for example, whilst working together to make mud cakes for practitioners and completing a feelings game intelligently.

Almost all children are developing appropriate independent abilities well. During snack time, individual children sort cups out for their peers. Almost all children collect a plate and return it to the table by the kitchen after finishing. Many children wear coats and use toilets and hand washing facilities independently. Almost all children recognize their names by self-registering and select their feelings confidently on the interactive wall. Most children are developing into confident learners as they develop their awareness of numbers and colours, and recognize mathematical and language vocabulary purposefully through free play.

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

Most children make good progress from their starting points and are successfully developing their literacy and numeracy skills. They listen intently to practitioners and respond sensibly to questions about the story of 'Y Tri Mochyn Bach' and offer ideas about what happens next. However, only a few children choose books from the reading corner independently during the session. Almost all children respond correctly to instructions and chat sensibly with practitioners to discuss activities and to solve simple problems. A good example of this is the way they discuss how many chairs are needed for every child, and then help to set them out for circle time. The oral skills of most children who speak Welsh at home are very good. They are confident in suggesting ideas and explanations during group activities and use a good range of vocabulary. Overall, the oral skills of most who are new to the Welsh language are developing appropriately. They are responding successfully to instructions and familiar greetings and join in with songs and rhymes confidently. The early writing skills of most children are developing effectively, for example when using chalk to mark outside and through successfully trying to write the letters of their names on pieces of artwork.

The numeracy skills of many children develop strongly for their age and ability. Most children can count to ten, with some able to count beyond that correctly. They are beginning to match numbers with objects while effectively using mathematical tools. Many children use mathematical language purposefully, for example, using 'heavy' and 'light' when discussing the weight of building equipment such as bricks, twigs and grass for the piglets' house. Many children use sorting skills and data grouping effectively through organising and counting natural materials in the outside area. They count how many objects they have in each group and which is the biggest and the smallest.

Most children develop their physical skills well by moving together to songs and using the space outside to run, jump and throw. Children's fine motor skills are developing appropriately, for example when using equipment to lift objects from the sawdust and stick buttons and a variety of materials on a scarecrow.

Many children use information technology and communication equipment confidently by using iPads to choose apps, games and take pictures effectively. Around half the children are confident in using a programmable toy when adult led, and the remaining children are starting to develop these skills appropriately.

Many children are solving problems skilfully, for example, when suggesting how the police officer can save children from the kitchen when playing in the role play area. Many children can recall facts and are responding appropriately when responding to questions and guessing what could happen next. Most children are developing their creative skills successfully by painting farm animals, as well as painting freely and creating models from dough independently.

Care and development: Good

Practitioners prioritise health and safety effectively. Almost all staff have completed paediatric first aid training, and record accidents promptly. They have good

procedures in place and implement the relevant policies purposefully. All practitioners have attended safeguarding children training, and, as a result, are familiar with the procedures to follow should they have any concerns about a child. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners follow good hygiene procedures and wash hands and wear aprons whilst preparing food. In addition, risk assessments are updated regularly. Practitioners promote healthy eating and keeping active successfully, for example the children receive a range of healthy food and nutritious drinks from practitioners. They are aware of individual children's particular food allergies and intolerances and meet dietary needs effectively. Practitioners promote valuable opportunities for children to live healthily by modelling and rewarding children for brushing their teeth daily. They promote physical activities in the outdoor areas and provide consistent opportunities for children to be active and skilful.

Practitioners have a close and warm relationship with children and treat them with care and respect. They follow the behaviour policy effectively and use every opportunity to praise children. For example, they praise children for responding to questions well or brushing their teeth by telling them "Waw ffantastig!" (Wow fantastic!) and "Da iawn, dyma docyn i ti, clap mawr!" (Well done, here's a ticket for you, big clap!). They interact positively and show sensitivity towards children consistently and effectively by coming down to their level and discussing or diverting the children's attention to something else that interests them.

Purposeful systems are in place to support children with educational needs, and the setting works together purposefully with local agencies such as speech therapists regularly. Useful information is given to parents about the development of their children through open evening and informal individual discussions. Practitioners have effective co-operation skills and a clear understanding of children's emotional and language needs and preferences. As such, children's needs are consistently met. Practitioners provide beneficial opportunities to develop children's independent skills. For example, they provide opportunities for children to go and fetch their coats and put them on, and give them responsibilities, such as distributing cups to their peers. Practitioners plan areas of continuous provision effectively and encourage children to choose activities and resources independently. For example, practitioners allow children to help themselves to paint and marking equipment in the creative corner and allow them to choose building equipment, role play equipment and small world resources independently.

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

The lovely and friendly relationship between the adults and children ensures a happy and positive atmosphere within the setting. This has a positive impact on children's perseverance when completing tasks and supports them to concentrate for extended periods. Practitioners question children skilfully on an individual basis and in groups, which extends their understanding robustly and develops their thinking skills and their problem solving skills effectively. They provide many interesting opportunities for them to learn via practical play. In addition, practitioners intervene sensibly during adult-led activities and children's independent tasks.

Practitioners have a robust understanding of the principles of the foundation phase. They plan a wide range of beneficial activities which develop children's literacy and numeracy skills across the play and learning areas. For example, through planning valuable opportunities for children to count and discuss the order of numbers, as well as developing their language skills through role play based on the story of The Three Little Pigs. They also plan skilfully to ensure opportunities for children to discuss and re-tell the story, as well as developing their thinking skills and opportunities to use time vocabulary such as 'firstly', 'then', and 'finally'. Practitioners model the Welsh language well and chat naturally with the children. They use language immersion strategies skilfully whilst playing with children who are new to the language. ICT provision is appropriate and offers suitable opportunities to use cameras, a voice recorder, programmable toys and apps on iPads to support their learning.

Practitioners assess the increase in children's language, literacy and communication skills effectively, which ensures that they plan successfully for the next steps in their learning. However, they don't observe and record children's development regarding their welfare and other skills effectively enough. As a result, practitioners don't always use assessment outcomes to plan activities for the future which meet the needs of children effectively enough.

Practitioners have a clear emphasis on celebrating diversity and developing children's spiritual, moral and social skills by giving them opportunities to be friendly with everyone and helping each other during their play. Dolls and books in the reading areas celebrate people's diversity and cultures well. In addition, there are appropriate opportunities for children during the year to study a range of celebrations such as Diwali and the Chinese New Year. Practitioners provide children with purposeful opportunities to observe and appreciate living things, and to grow vegetables, fruit and flowers in the garden.

Environment: Good

Children are cared for and educated in a building which is arranged to promote their independence effectively and encourage their learning and develop their skills well. The internal areas are arranged to provide a wide range of stimulating opportunities which encourage children to move from one activity to the next effectively. The beneficial facilities meet children's needs successfully, including reading and role play areas, as well as a good supply of digital resources. There is an effective range of resources in each area, all within the children's reach. The environment is colourful, welcoming, and very attractive, and there are good displays which enrich children's language, mathematics and creative work.

The setting has robust procedures to ensure children's safety. They have a camera system, alarm and locked doors, and visitors are asked to sign in promptly to ensure the children's safety and the practitioners' safety. Leaders create a safe and suitable environment and prepare and renew acceptable risk assessments and regular fire drills. They check and clean the setting regularly to provide a clean and safe environment. The washing and toilet facilities are suitable and ensure that children's privacy is respected.

The outside environment is used regularly, using natural and sustainable resources when planting, and resources are also provided in the mud kitchen as well as physical activity equipment. The resources inside and outside are of a very good standard, are clean and available to children which enable them to make independent decisions regarding play.

Leadership and management: Good

The leader and practitioners work tirelessly as a team to create a positive, happy and caring ethos through the medium of Welsh. Practitioners meet regularly to discuss the life and work of the setting, including planning a good range of beneficial learning opportunities for the children. In addition, the leader has a clear vision based on providing high quality care and stimulating learning experiences for children. They include the committee, the community and parents successfully to create an active team to improve the care and learning environment.

Leaders have rigorous recruitment arrangements in place for practitioners. Each individual has a clear job description, and each role is undertaken conscientiously. Leaders successfully create a positive ethos where children and practitioners feel valued. Arrangements for managing performance every year are suitable and each member has access to appropriate training opportunities available to them. For example, practitioners have received training on problem solving and speech and language recently to improve the provision and raise children's standards.

The setting has robust arrangements for self-evaluating the quality of the provision and children's outcomes. Leaders consider parents', practitioners', children's and external agencies' views well as part of the process. On the whole, these effective self-evaluation arrangements have ensured clear improvements in the last few years, for example, by improving the quality and the use of the wonderful outside area to enrich children's learning. However, the setting has not acted effectively enough on the suggestions from the previous inspection, including improving the quality and use of assessments to plan the next steps in children's learning.

Leaders make good use of grants and funding to buy resources in order to support children's learning experiences, to improve the environment and provide relevant training for practitioners. Leaders and practitioners work tirelessly as a team by meeting regularly to discuss matters in relation to grants, and plan valuable opportunities to raise money for the setting. As a result, the committee and management work together well to ensure continuous improvement and provide robust support to practitioners.

Leaders and practitioners work together effectively with parents by holding open evenings, sharing information about important events and sharing children's experiences through photographs using a range of media. A beneficial relationship with the local school ensures that children transition smoothly. In addition, visits from the teacher before they leave the setting supports this successfully.

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 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 Prysg Cyf (Welsh to English).

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Publication date: 16/04/2020