



Inspection Report

Ysgol Feithrin Y Trallwng

**Ysgol Gymraeg Y Trallwng
Red Bank
Welshpool
SY21 7PW**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/06/2021

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About Ysgol Feithrin Y Trallwng

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Ysgol Feithrin y Trallwng Ltd
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	23/11/2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes. The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children are happy and enjoy themselves at this setting because they are respected and busy with a range of high quality activities. They are able to make choices and decisions and their interests are valued. They are safe, interact well and learn to do things for themselves.

Capable and experienced staff care for the children effectively and give children's safety high priority. They manage children's behaviour kindly, fairly and in a way children understand. They are committed, hardworking and provide interesting activities to help children develop well.

The environment is safe, inspiring and set out with plenty of activities and areas of play to develop skills and imagination. The indoor and outdoor spaces are suitable and beneficial for the children. There are plenty of toys and games, which are in good condition.

People who run the setting are dedicated and knowledgeable about current childcare practice and this ensures an exceptional level of care for children. They make continuous improvements to benefit children and their families and support a team of committed staff. There are successful and strong partnerships with parents and the school, which helps children feel settled and their families supported.

Well-being

Children have a strong voice and are able to influence their care. They make choices and decisions and their interests are valued. For example, staff consult children about the theme around which activities are based. The current theme of dinosaurs was suggested by the children. Children are confident to talk and express themselves, for instance they enthusiastically chatted about their birthdays and how old they would be or what kind of cake they hoped for.

Children form strong bonds with staff who consistently engage with them and they happily approach staff for a chat or help. Parents told us their children greatly enjoy attending the setting and some children want to attend when it is not their session. Children have a sense of belonging as there is personal space for their coats, bags and wellingtons. They are content and have formed relationships with each other. It was a delight to see friendship groups in play areas, chatting and co-operating with each other – balancing on wooden logs or in the mud kitchen.

Children interact well with staff and other children. They are happy to co-operate when staff ask them to tidy some things away, before a snack. Children are beginning to share time and resources. They take turns with the diggers in the gravel area outside or wait for each other when stepping on the logs.

Children are interested and engaged in their play. We observed children immersed in activities such as kicking and throwing balls and playing imaginatively in the dinosaur world area amongst overgrown plants. They were making celebratory cards and crafts and enjoyed making mud pies.

Children have valuable opportunities to do things for themselves. They choose toys and activities, and put toys away after use. They go to the toilet and wash their hands by themselves. They are encouraged and supported to do things themselves. At snack time they help themselves to fruit and pieces of brioche bread or yogurt. They put away their cups, plates and left over food when they have finished.

Care and Development

Staff work very well together to meet children's needs effectively. They have a good understanding of how to keep children safe and healthy. They implement effective policies and procedures, and have reviewed the setting and care in line with guidance related to the Covid 19 pandemic. All staff have up-to-date training in child protection and first aid. They are able to talk confidently about safeguarding and the correct procedures to follow should they be concerned about a child. Staff provide opportunities for children to participate in regular periods of exercise outdoors. They provide healthy snacks, such as a wide range of breads and fruit and dairy products. However, there is no written evidence of healthy snacks being provided consistently.

Staff support children to manage their behaviour and boost children's self-esteem. They give them lots of praise, for example, when tidying toys and equipment or speaking Welsh. They interact and talk with the children constantly. They are good role models, and make time to socialise with children during snack times where they sat and chatted with them.

Staff engage with the children, helping them to get the best from each activity and encouraging them to use Welsh words and phrases. They know the children's skills and preferences well and parents are asked for information about their children on a termly basis. Staff record extensive observations of children's development and plan activities to advance development. Staff are proactive when planning children's language needs and Welsh-speaking staff use a Welsh language curriculum and have completed training ensuring they have the resources to help children learn Welsh. Parents told us their children learn the language quickly during their time at this setting. There is an effective keyworker system ensuring notes on each child's development are recorded weekly. Information is also collated into a chart so staff are active in identifying any additional needs. This also enables the planning of activities to be tailored around the individual child. Staff promote curiosity through activities and resources, including real items for children to handle such as metal trays and implements in the mud kitchen and natural materials.

Environment

The environment is secure, clean and well maintained, which provides a safe and comfortable place for children to relax and learn. People who run the setting have identified risks and have taken steps to minimise or eliminate them, for example, hot pipes are lagged. Risk assessments are detailed and revised regularly. They are on display in the relevant areas and this helps to ensure staff understand the risks. Staff and children know how to safely evacuate the premises in an emergency because fire drills are conducted and recorded regularly.

People who run the setting are developing a stimulating, child centred environment to enhance children's experiences. Various play and learning areas are used effectively giving children a variety of interesting experiences such as mark making, dinosaur world, using rhythm sticks and dough gym to enhance all round development. There is an open-air area, which includes an outdoor classroom with three areas of shade, picnic tables and a separate area for children to grow their own seeds and plants. There are easily-accessible toilets and washbasins to help children be independent. People who run the setting and staff have put colourful and suitable art work and posters on display in Welsh. A parent told us children are benefitting from the creative environment.

The resources, toys and books are varied, including natural and real items. Furniture is suited to the age of the children and is in good condition. People who run the setting provide natural resources for the children to explore, such as logs, shells, leaves and twigs. They have also provided areas for the children to relax such as low sofas inside and a story cottage outside. The natural world is also brought to the children in the form of a wild verge where children can see how bees and insects relate to the flowers.

Leadership and Management

Leadership is very strong. People who run the setting are knowledgeable in current childcare practice and this is set out in the Statement of Purpose which is reader friendly. The document is comprehensive and observations during the inspection evidenced that the people who run the setting meet the needs of children and their families. Policies and procedures are updated and shared with all staff. This ensures they are familiar with all processes.

People who run the setting effectively monitor and evaluate the service termly and annually. Evaluations include feedback from parents and children. The views of parents and children are taken seriously and strengths and areas for improvement are identified in the Annual Review of the Quality of Care. This has resulted in the areas for play and development being tidied and more resources purchased so that they look fresh and inviting for the children and enhances opportunities for children.

Staff work well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. Parents told us staff are lovely and welcoming. Training continues to be a feature of staff development and benefits the children. For example using various methods to help children learn the Welsh language. Staff files demonstrated the recruitment of staff is robust and all the checks have been made to ensure the practitioners continue to be suitable to work with children including current Disqualification and Barring Service checks. Annual appraisals and regular supervision, which are meaningful include areas for future development and training. The outcome is that children enjoy exemplary care given by professional, relaxed and enthusiastic staff.

Relationships with parents and other professionals are exceptional and contribute to the well-being of children. Parents are able to exchange information regularly with staff to benefit the children. People who run the setting have effective communications with parents which reflect how important they consider partnership with the parents to be. Parents were very complimentary about the care their children receive and spoke highly of the support given to families. These practices enable parents / guardians to remain involved with the care of their children. The setting also accepts advice from the Early Years Entitlement team and the school teachers. There are measures in place to help children comfortably make the transition to full time school in September, using innovative methods and technology.

Recommendations to meet with the National Minimum Standards

R1. to devise a snack menu to reflect the nutritious options provided for children.

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Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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Date Published 27/07/2021