



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

A report on

**Cylch Meithrin Pencarnisiog
Pencarnisiog Community Centre
Pencarnisiog
LL63 5RY**

Date of inspection: July 2019

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Pencarnisiog

Name of setting	Cylch Meithrin Pencarnisiog
Category of care provided	Sessional Day Care
Registered person(s)	Paula Evans
Responsible individual (if applicable)	
Person(s) in charge	Paula Evans and Mared Evans
Number of places	24
Age range of children	2-4 years
Number of children funded for up to two terms	10
Number of children funded for up to five terms	0
Opening days / times	9-11 (education provision) 11-1 (Lunch Club)
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 Welsh language "active offer". It provides a service that anticipates, identifies and meets the needs of people who use the service.
Date of previous CIW inspection	13/12/2016
Date of previous Estyn inspection	June 2014
Dates of this inspection visit(s)	10/07/2019
Additional information Most children are from Welsh-speaking households.	

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)	Good
Environment	Good
Leadership and management	Good

Non-compliance

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

Recommendations

- R1 Improve children's information and communication technology (ICT) skills.
- R2 Challenge children to the best of their ability.
- R3 Provide opportunities for children to enhance their awareness of diversity and multiculturalism.

What happens next

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

Main findings

Well-being: Good

Almost every child is happy and content in the setting. They cope well with leaving their parents and are eager to come and talk to practitioners and play with their friends. Most of the children are able to make decisions and choices for themselves and move between activities with confidence. However, they are not always able to make decisions easily as the routine of moving between both rooms disrupts their play at times.

Most children are confident in expressing themselves, for example when discussing their day with practitioners at the end of the session. They are eager to share their news during circle time and know that practitioners will respect and listen to what they have to say. In addition, practitioners respond sensibly to children's ideas when planning interesting activities for them. Almost every child is familiar with the setting's daily routine and have formed positive relationships with practitioners, which gives them reassurance. They respond well to praise and are eager to share their successes.

The majority of children have started to make firm friends. They are eager to greet their friends when they arrive at the setting and to chat with them. Most children interact well with their peers and enjoy playing and completing tasks. They are happy to share resources with their peers and learn important social skills such as taking turns. For example, they chat to one another when looking for jigsaw pieces and take turns to put the pieces in their place.

Almost every child enjoys their play and learning. They are focused and show perseverance when undertaking tasks, and enjoy experimenting with different materials and equipment. A good example of this is when they play in the mud kitchen, and experiment with the sieve and the different cups and pots. The majority of children are inquisitive about the world around them, and enjoy playing with natural materials and using their imagination. For example, when exploring in the sand pit to find shells, seaweed and sea animal toys.

Most children choose activities independently and develop good skills. During snack time, the majority of children are eager to do things for themselves, such as washing their hands and pouring a drink.

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

The majority of children make good progress from their starting points and are successfully developing their literacy and numeracy skills. They listen well and respond sensibly to simple instructions. A good example of this is the way that they listen carefully to stories by sharing imaginative ideas about what happens next. The majority choose books independently and enjoy discussing characters and events from the stories. For example, identifying the number of consonants in the names of the characters in the story and stating '*Ffranc y Cranc yhas an angry face.*' Most children have very good oral skills. They speak using sentences that are almost always correct. In addition, their early writing skills are developing effectively. For example, they use pen and paper to take orders in the seaside café.

Most children's numeracy skills are developing well. Almost every child can count to ten confidently, with some able to count beyond that correctly. They reinforce this well by singing numeracy rhymes together, for example to count how many ice-creams are left. Most children identify missing numbers in number lines confidently in their play. The majority handle and play with real money confidently when role-playing in the café. In addition, they are confident when using mathematical language, such as '*o dan*' (under), '*uwchben*' (above) and '*wrth ochr*' (beside) to describe where the octopus is sitting.

Many children persevere with tasks effectively and most solve problems confidently. A good example of this is finding other ways to fill a bucket with sand when the spade doesn't fit into it.

Most children's physical skills are developing well through play and taking part in beneficial activities in the outdoor area. They roll and jump through hoops, as well as balance bean bags on their heads successfully. Most children are developing their creative skills effectively, for example by using painting equipment and stamps to create a seaside picture independently.

The majority of children are developing their personal, social and emotional skills effectively. They wait their turn and cooperate well with others. With support, most children use ICT equipment correctly. They are happy to sit and take turns during activities when using simple technical equipment, for example when controlling a programmable toy. However, they do not develop the full range of ICT skills in their learning.

Care and development: Good

Practitioners prioritise child safety and implement effective measures to ensure that all children are both healthy and kept safe. They have attended relevant child protection training, and are familiar with the procedures in place should they have any concerns about a child. Child protection process flowcharts and contact numbers of social services are clearly displayed for practitioners to refer to. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The majority of practitioners have completed paediatric first aid training, which prepares them for delivering emergency treatment in the event of an accident. They record any accidents appropriately, ensuring that these records are signed by a parent.

Practitioners make good use of procedures to prevent the spread of infection. For example, they encourage children to wash their hands after using the toilet and follow suitable procedures for changing nappies and handling food. Practitioners promote healthy eating and physical activity successfully. They encourage children to eat fruit and vegetables, and provide opportunities for children to brush their teeth daily. In addition, they ensure that they have valuable opportunities to develop their physical skills and spend time outdoors in the fresh air.

Practitioners have formed positive relationships with children, and speak kindly to them and treat them with care and respect. Almost every practitioner uses effective

strategies to promote positive behaviour. They ensure that children are aware of the rules and what is expected of them. For example, practitioners explain the importance of sharing with friends if children quarrel over toys.

The setting has purposeful arrangements for identifying and supporting children's individual needs. They work effectively with external agencies to support children with additional learning needs. Practitioners keep thorough records of every child's development in order to identify any difficulties early and plan for them.

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

Practitioners successfully plan a wide range of exciting activities which develop children's skills across the learning areas. They include the voice of the children in the planning process effectively by following their interests sensibly. Practitioners make good use of the local authority's guidelines to plan stimulating activities for children. As a result, they plan a range of valuable opportunities to gradually develop children's literacy and numeracy skills. For example, there are a range of opportunities for children to handle money and make marks in the role-play area. However, practitioners do not plan for developing children's ICT skills effectively enough. Practitioners complete regular and thorough assessments to measure children's progress. They use these outcomes effectively in order to plan activities that meet children's needs and interests. In addition, practitioners share children's progress with their parents regularly.

Practitioners have a lovely working relationship with the children. They model language patterns naturally, for example when role-playing with the children in the seaside café. They also have purposeful discussions with children about their personal interests. Practitioners have a sound understanding of the foundation phase principles and intervene in a timely manner during the activities to move forward with their learning. However, at times, practitioners do not make the most of opportunities to challenge children to the best of their ability.

Practitioners successfully promote children's awareness of the traditions and celebrations of Welsh cultures. For example, they invite a cook to celebrate St David's Day by cooking with the children and their parents. There is good provision for children's spiritual, moral, social and cultural development. For example, children receive valuable opportunities to join the local school's harvest service. Practitioners ensure valuable experiences for children to feel part of their community. They make good use of visitors and visits to support learning successfully, for example by inviting a farmer to bring a lamb to the setting and visiting the fire station.

Environment: Good

Leaders ensure that effective health and safety procedures are in place to monitor and manage any potential hazards. Detailed risk assessments outline the action taken to reduce or prevent any risk to children. Leaders check the learning areas regularly, and deal with any hazards quickly and effectively. For example, leaders had identified the need to put additional procedures in place while the fence around the school field was being repaired.

The play areas are nice and comfortable, and spacious. Leaders ensure that children develop a sense of belonging by displaying examples of children's work on the walls. The playrooms offer a range of purposeful learning areas, with a variety of activities and resources to enrich children's experiences successfully. For example, books and resources are displayed to support the theme of the term, which is 'Ar lan y môr' (The seaside). The outdoor learning areas are attractive and offer a large number of exciting learning experiences which engage children effectively. There are valuable opportunities to develop physical and creative skills. For example, by playing on the slide and climbing frame and observing nature in the bug hotel.

The setting has a wide range of interesting and exciting resources and equipment available to the children. They are of good quality and are stored at a lower level so that children can choose them independently without any adult intervention. Leaders ensure that children are given valuable opportunities to learn about the world around them. Effective use is made of natural resources and materials to encourage children to experiment and discover things for themselves. For example, there are good opportunities for children to plant flowers and vegetables, and by rolling balls and pouring water down pipes. Leaders also ensure that there are opportunities available for children to play and experiment with recycled materials, for example when using empty food packets to make models. However, there are limited resources that promote children's understanding of cultural awareness.

All of the furniture and equipment are appropriate for the age and size of the children. They are clean and are cleaned regularly. The setting has purposeful equipment to promote children's awareness, for example purposeful seats in the washroom.

Leadership and management: Good

Leaders have high expectations for the setting and practitioners, and convey their vision successfully. This vision is based on providing a high standard of care and education. The setting's statement of purpose is comprehensive and includes all the necessary information.

Leaders create a positive ethos where children and practitioners feel valued. Practitioners and the leader cooperate successfully as a team and are completely aware of their roles and responsibilities. They meet regularly with each other and with the local authority's advisory teacher to plan together. This ensures that everyone is involved in the planning process and contributes well towards developing children's skills. In addition, the management committee meets regularly plays an active role in the setting's life and work. It also manages the setting's finances effectively and supports leaders by ensuring that there is funding available to buy any equipment needed to improve provision and raise standards.

No breaches of regulations or national minimum standards were identified during the inspection. Leaders ensure that all staff are suitable to work at the setting. They receive valuable opportunities to improve their practice by undertaking a good range of bespoke training. As a result, staff act immediately upon any advice or support to improve the provision.

Leaders make effective use of self-evaluation processes and planning for improvement. As a result, leaders have a good understanding of their strengths and

areas for development. They use a wide range of activities to appraise their work, including the advisory teacher's recommendations and input from parents. These procedures ensure that improvements have a positive impact on children's well-being and learning.

Leaders and practitioners have a good relationship with parents. They communicate effectively through a range of media, as well as talking to them every morning when welcoming children to the setting. Leaders inform parents of their children's progress regularly by sharing 'llyfrau trysor' (treasure books) which include a selection of their work during their time at the setting.

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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