

A report on

**Cylch Meithrin Twtil
Neuadd Yr Eglwys
Eleanor Street
Twthill
Caernarfon
LL55 1PF**

Date of inspection: January 2020

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Twtil

Name of setting	Cylch Meithrin Twtil
Category of care provided	Sessional day care
Registered person(s)	Juliana Andrews
Responsible individual (if applicable)	
Person in charge	Eirian Roberts
Number of places	20
Age range of children	2 - 4 years
Number of children funded for up to two terms	3
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday during the school term, 11:00am–3:00pm
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 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	28/11/2019

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January 2020

Date of previous Estyn inspection	February 2013
Dates of this inspection visit(s)	21/01/2020
Additional information A minority of the children speak Welsh at home.	

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)	n/a
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 opportunities for children to solve problems independently

R2 Ensure that group sessions engage all children

R3 Prioritise the most important targets to further improve the setting

What happens next

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

Main findings

Well-being: Good

Almost all children are happy and content in the setting. They settle well upon arrival and are eager to play with their friends. Most make decisions and choices for themselves effectively, and move confidently between learning areas.

Most children express their feelings efficiently. They are eager to share their experiences with adults, and trust practitioners to listen to them and respect their ideas. As a result, almost all of them develop positive relationships with practitioners, which gives them the security to cope with new experiences. For example, children delight in practitioners' astonishment when they press buttons in a book to listen to birdsong. Almost all children are familiar with the daily routines, and follow procedures with awareness, for example in placing their pictures on a tree when self-registering.

Most children socialize happily, and are very willing to share toys and resources. They take turns with their friends sensibly. For example, they are happy to watch and chat with their peers when using information and communication technology (ICT) devices. A minority of them demonstrate an awareness of others' feelings effectively, and are eager to help others. For example, they hand cushions to one another during circle time to make sure that everyone has one, and encourage one another to smile if they are feeling sad.

Most children enjoy their play and learning. They are focused and show perseverance when undertaking tasks, and enjoy experimenting with different equipment and materials. A good example of this is their experiments with different containers in the water tub and the sand box, as they work in pairs to fill and empty receptacles. Most are inquisitive about the world around them, and enjoy playing with natural materials and using their imagination effectively. For example, they make effective use of twigs, feathers and moss to build nests, and construct towers confidently with boxes and recycled goods.

Almost all children choose activities that are of interest to them, and develop good independence skills. For example, they put on aprons, gather paint brushes and pour out their own paint before making a start on their art work. In addition, almost all children are eager to wash their hands, pour drinks and put fruit on their plates during snack time.

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

There is no report on children's learning as there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, on which we could report anonymously.

Care and development: Good

All practitioners forms positive relationships with children. They speak with children gently, and demonstrate affection towards them. Practitioners praise children on a regular basis, and offer sincere praise for their efforts. As a result, children learn how

to develop resilience, and develop their self-confidence in a beneficial manner. Practitioners use effective strategies to promote positive behaviour. For example, they direct children's attention towards other experiences should tensions arise with sharing and taking turns, and explain clearly that their behaviour is unacceptable.

Practitioners are familiar with daily procedures and they follow them to the letter to make sure children are healthy and safe. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners make effective use of practice learned through child safeguarding training, and have a good understanding of their duties. Most have completed first aid training, and they log any accidents in the appropriate manner, making sure that parents are aware of the incident.

Practitioners adhere to effective procedures to prevent the spread of infection, such as encouraging children to wash their hands thoroughly and following appropriate practice for handling food. They promote healthy eating and provide physical exercise activities successfully, including using the school hall. Practitioners encourage children to eat fruit during snack time and offer fresh drinking water throughout the session. In addition, they ensure children are given valuable opportunities to spend time outdoors in the fresh air on a regular basis.

All practitioners intentionally promote equality and diversity, and ensure every child is given equal access to all resources and activities. Practitioners follow effective procedures for recording children's development and monitor their progress in a purposeful manner. They are assiduous in keeping examples of children's work, and complete individual profiles on the progress of their skills efficiently, which has a major impact on the next steps in their learning.

The setting has purposeful arrangements for identifying and supporting children's individual needs. They collate information about children's needs and preferences before they attend the setting in a comprehensive manner. They work successfully with outside agencies, such as the health visitor and language therapists, to ensure those children who need extra support are given effective support that suits their needs.

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

Practitioners plan an interesting curriculum which reflects the foundation phase philosophy well. They consciously provide a variety of bespoke learning experiences to correspond effectively with their themes. This has a positive impact on children's outcomes and their progress from their starting points.

The methodical planning develops children's literacy and numeracy skills effectively. Successful activities include challenges to respond orally to stories about woodland birds and describe family members while drawing chalk drawings. In addition, they provide children with valuable opportunities to experiment with ICT equipment such as electronic toys and tablets and cameras to develop their skills successfully. Practitioners are able to focus on developing physical and creative skills effectively. They motivate children to learn on a practical level, by working together to crawl through a tunnel and make a collage with leaves, wool and different materials. However, they do not plan enough challenging opportunities for children to solve problems entirely independently.

Practitioners concentrate well on improving the children's Welsh by repeating words and phrases regularly, and singing familiar nursery rhymes. The routine practices help many children to respond appropriately in Welsh.

Practitioners act diligently and question children well. They provide valuable opportunities to learn via practical play, which has a positive impact on children's skills. Good examples of this are planting flowers in the outdoor area and cooking with earth and sand in the mud kitchen. Practitioners are good and thoughtful teachers, and they act prudently when intervening in children's activities. They consistently challenge children to focus on completing tasks, and foster beneficial relationships with children through sensible discussions about their work. However, group sessions include long presentations, which results in some children becoming disengaged.

Practitioners assess children's progress effectively, and the evidence corresponds with their outcomes. They discuss with children how to improve their work in a sensible manner. They use assessment findings appropriately to target the next steps in children's learning effectively.

Practitioners place a clear emphasis on celebrating diversity and developing the children's spiritual, moral, social and cultural skills, such as studying the Chinese New Year and Diwali celebrations. They promote children's awareness of Welsh culture successfully by visiting Caernarfon Castle and looking at the features of the banks of the Menai. Practitioners foster a sound awareness in children of the people in their community and neighbourhood. They do this by inviting visitors, such as the police, and organising beneficial outings, such as visiting the library.

Practitioners hold open days every term with parents to discuss their children's progress. They provide them with a useful scrapbook and a succinct report at the end of their child's time at the setting, which offers a good reflection of children's progress.

Environment: Good

All children are effectively cared for and educated in a building which is designed and laid out to promote their learning well. As a result, practitioners motivate children to learn and develop their skills in a purposeful manner.

Play areas are interesting and engaging, with plenty of room for children to move about freely. Learning areas have been arranged intelligently, and contain a variety of activities and resources to enrich children's experiences successfully. For example, books and resources have been set out which correspond with the current theme, which is 'Adar' (Birds). Resources are accessible and of good quality, and are stored at a low level which allows children to choose equipment independently. The outdoor area offers a variety of purposeful activities and opportunities for children to play and develop awareness of the world around them. For example, they learn well about how to share out ingredients in the mud kitchen, and how to make chalk marks on the blackboard.

Practitioners ensure that the equipment and resources are clean and in good condition. They complete a weekly check list to make sure the quality of the

equipment and resources is monitored effectively. Practitioners ensure that children are given good opportunities to learn about the world around them. For example, they make effective use of natural resources and materials to allow children to explore and investigate. As a result, they experiment effectively with pine-cones and twigs on the discovery table, and make models enthusiastically with recycled materials. In addition, a range of dedicated resources is available to successfully promote children's awareness of different cultures, such as books, dolls and posters.

The leader prioritises child safety and makes sure that there are procedures in place to ensure that any potential risk is monitored and managed appropriately. Detailed risk assessments outline concerns and action taken to reduce or prevent risk. Any risks are identified and dealt with quickly and effectively. For example, practitioners make sure children remain inside the building during stormy weather since there is a risk of slates falling from the roof. The setting has robust arrangements in place for receiving visitors, and practitioners follow effective safety procedures for children's arrival and departure.

Leadership and management: Good

The leader, who is new to the role, gives the setting's work a purposeful direction. Her clear vision ensures that children have interesting and stimulating experiences, which has a positive impact on their outcomes. In addition, the leader and the registered person have taken positive action to make sure they comply with regulations and standards.

The setting's activity planning and policies are entirely focussed on meeting children's needs effectively. The leader works with enthusiastic practitioners in a conscientious manner, and they have high expectations of themselves and the children. As a result, they succeed in providing engaging experiences daily, which are aimed at sound improvement in children's learning and well-being.

Methodical self-evaluation procedures have a positive impact on the setting's practice. Practitioners make sure full consideration is given to each other's views, and those of external agencies. They conduct regular discussions with everyone associated with the setting, such as parents, to improve the provision and children's learning experiences. As a result, procedures have a positive impact on improvement. For example, they have listened carefully to local authority officers and Mudiad Meithrin to reorganise the learning areas, and improve assessment arrangements to target the next steps in children's learning effectively.

The registered person and management committee are supportive. They make sure practitioners understand their roles fully through regular evaluations. They use quantitative procedures intelligently, and help the leader recognise the setting's strengths and areas for improvement. The effectiveness of these procedures has resulted in a detailed development plan which aims to improve a great number of targets, such as using ICT equipment successfully. However, the development plan is not precise enough to focus on the setting's necessary targets which require improvement sooner than other targets.

The registered person and management committee allocate resources sensibly. They ensure that there are enough qualified practitioners, and allow them to attend

relevant training. Dedicated training strengthens the provision and meets children's needs effectively. In addition, they work with the local authority and Mudiad Meithrin on a regular basis to spend grant funding wisely. As a result, their positive approach promotes better experiences for children by funding useful resources, such as an outdoor mud kitchen.

The setting has a range of effective partnerships, such as those with parents and the local community. As well as offering support by raising money annually, parents faithfully attend concerts and charity events to support their children. There are very positive relationships with the nearby school. The setting uses the school hall and yard on a regular basis for specific physical activities. There are also good arrangements in place to ensure children transition to the next stage in their education smoothly and easily.

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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