



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales



Estyn

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

Report on

Cylch Meithrin Criccieth

**Ysgol Gynradd Trefferthyr
Criccieth
LL52 0DS**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Criccieth

Name of location	Cylch Meithrin Criccieth
Category of care provided	Full day care
Registered person(s)	Jean Evans
Responsible individual (if applicable)	
Person in charge	Tracey Letts
Number of places	16
Children's age range	2 – 4 years old
Number of children funded for up to 2 terms	4
Number of children funded for up to 5 terms	0
Opening days / times	Monday – Friday – 9am – 3pm
Flying Start service	No
Language of the setting	Welsh
Is the Childcare Offer available at this setting?	Yes
The Welsh language Active Offer	Yes. This is a service that provides the 'Active Offer' for the Welsh language. It provides a service that anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use, the service.
Date of previous CIW inspection	17 January 2020
Date of previous Estyn inspection	15 January 2013
Date of this inspection visit	01/03/2022

Non-compliance

No non-compliance was found during this inspection.

Recommendations

R1 Use the outside areas more effectively to develop children's physical skills

What happens next

The setting will draw up an action plan that will show how it will address the recommendations.

Main findings

Well-being:

Children have sufficient opportunities to make their own choices and decisions. They choose the resources and play with their friends enthusiastically. For example, two friends love playing hairdressers and collecting resources to style each other's hair. Children express themselves confidently and receive an appreciative response from practitioners. During singing time, the children choose their favourite songs and most of them enjoy the fast-paced songs.

Nearly all the children settle in fully, understand the daily routine, and are completely comfortable with their friends and practitioners. They naturally wash their hands before snack time and walk safely when going out to play. Most children enjoy their settling in sessions and are confident enough to say hello to their new friends. They play happily with the various equipment in the different areas. Children feel secure whilst holding hands with a practitioner and whilst talking to them when something is worrying them. As a result, the children are happy when returning to play with their friends.

Children and practitioners constantly interact with affection and happiness and children co-operate well. For example, the children listen immediately and tidy up enthusiastically before going out to play. Children are friendly towards each other and show respect for practitioners when they need attention. Children begin to understand and recognise emotion and during the singing of the Mr Trist song, they hug practitioners. During snack time, the children chat to their friends and practitioners, and everyone is happy in each other's company.

The children are fully engaged in the activities and persevere for an appropriate period when playing. For example, they spend extended time building a train track to have fun pushing the machinery along the tracks. The children are excited and shout 'hooray' as they go out to play and enjoy experimenting with water. For example, when investigating what happens when mixing mud and water together. They are busy all the time and enjoy a wide range of play and learning experiences.

Most children successfully gain independence and do things for themselves. They put on their own coats to go outside to play and fetch their lunch bags before snack time. Most children develop creatively and have a vivid imagination. For example, they pretend to organise a party and set food, drink and dishes on a table before sitting down to enjoy the afternoon tea. Children's language develops naturally as they chat and play freely with each other and with practitioners.

Learning (applies to three- and four-year-olds who are not receiving education in a maintained setting):

There is no report on children's learning. This is because there were not enough three or four year-olds present at the time of the inspection that do not receive funded education elsewhere that we could report on without identifying individual children

Care and development:

Practitioners work extremely well as a team and run the sessions effectively. Most practitioners have a strong understanding of safeguarding processes and procedures. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have a thorough understanding of procedures for ensuring that children are kept safe and healthy. For example, they ensure that everyone is aware of the procedures to follow in an emergency. They make good use of procedures to prevent the spread of infection and encourage children to wash their hands before they eat. In addition, they follow procedures for recording accidents or injuries appropriately. As part of the daily routine to keep children healthy, practitioners ensure that they have opportunities for walks or outdoor play.

All practitioners are good role models and have positive relationships with the children. They constantly promote positive interaction and celebrate children's achievements at every opportunity with sincere praise and support. Practitioners set a clear structure for the activities and remind the children of what will happen next. This clarity maintains children's interest effectively and means that they work well together throughout the session. Practitioners are extremely kind in the way they work and create a happy environment where children feel valued.

Practitioners successfully plan a wide range of activities to promote children's development and enrich their experiences whilst responding to individual needs. They follow effective processes to identify and support children's individual needs, including children with additional learning needs. Practitioners keep a record of children's progress in order to plan enriching activities for them which target specific skills as required. Practitioners motivate children to follow their own interests and facilitate responsive learning. For example, they talk about the different colours children use when painting. After watching the little birds outside, practitioners encourage the children to think for themselves when creating small birds out of different materials. Everyone enjoys the learning and play sessions and the practitioners have fun with the children and laugh and smile together as they sing along.

Teaching and assessment (applies to three- and four-year-olds who are not receiving education in a maintained setting):

The practitioners' teaching is effective and focuses purposefully on motivating the children to develop sound literacy and numeracy skills. They question the children intelligently as they make marks and challenge them to sort and number shells and pebbles correctly. As a result, practitioners' teaching methods successfully affect the development of children's skills and their ability to take risks independently. They act conscientiously for the benefit of the children and in accordance with their abilities.

Practitioner planning deliberately follows children's interests. The considered activities provide good opportunities for them to learn through practical challenges. They stimulate the children enthusiastically, and as a result, the children respond excitedly, for example, when pouring water into troughs and painting daffodils to celebrate St David's Day. Practitioners provide a complete curriculum and planning focuses on children's current interests. For example, they skilfully challenge the

children to solve problems such as how to roll a pancake to the size of different plates.

Practitioners provide constant challenges to develop children's Information and Communication Technology (ICT) skills. For example, to improve their early digital skills such as using and planning for apps and programs such as Tric a Chlic.

Practitioners develop children's creative skills well. For example, they encourage them to create different rhythms when drumming on kitchen equipment. Opportunities to develop children's fine motor skills are sound. For example, they use scissors and open locks with keys competently. However, there are not enough opportunities for children to develop their physical and adventurous skills outdoors.

Practitioners successfully promote children's awareness of Welsh culture and introduce them to the local area for example by visiting Criccieth Castle. They develop children's speech by repeating phrases and singing old and new nursery rhymes.

Practitioners emphasise the development of children's spiritual and moral skills, and celebrate diversity by learning stories about the Chinese New Year. They arrange social visits for the children within their local area such as walking to the post office and visiting a nearby community allotment to see what vegetables are growing in the area.

Practitioners follow strong assessment procedures and purposefully target the next steps in children's learning. They promote effective independent learning by discussing improvements sensibly with the children. The setting provides parents and carers with valuable information about their children's progress and well-being, through social media, annual reports and verbally.

Environment:

Practitioners use the environment to successfully promote the safety and well-being of children. They ensure the doors are locked and the outside area is enclosed. Practitioners follow robust arrangements for receiving visitors into the building and when children arrive and leave the premises. Leaders ensure all practitioners are aware of the risk assessments and know how to control infections to keep the environment clean and safe. They ensure children are properly supervised and provide good quality resources and equipment.

Leaders organise the environment to be inclusive and ensure all children have equal access to all the various resources and activities. The play environment is colourful with displays of children's work giving them a sense of belonging and pride. Play areas are arranged with a variety of activities and resources to enrich children's experiences. For example, outdoors they enthusiastically fill jugs of water and carry them over to the mud kitchen to wash the dishes. However, there are no opportunities for children to develop their physical skills due to limited space. Leaders succeed in providing a welcoming and fun environment that motivates children in their development and enriches their experiences successfully. For example, children have fun organising their own story time in the den and like to experiment with the soap foam. A good range of equipment is used successfully to

promote children's skills development. For example, resources such as plants and tools to promote different sensory experiences.

Leaders ensure the resources and equipment support the successful development of children's skills and knowledge. They are kept at a low level to enable the children to make independent choices and to pursue their individual interests. Leaders provide natural, recycled, and home-based resources to offer children variety. This promotes an ethos of sustainability in the setting. Leaders ensure all equipment is age appropriate. This includes a quiet corner for relaxation and small tables and chairs to eat snacks or for activities.

Leadership and management:

Leaders and the dedicated person in charge set a clear direction for the setting's procedures. They have a strong vision, which includes sensible flexibility about changing staff leadership roles for short periods, for the benefit of individuals and the effectiveness of the setting.

Leaders encourage practitioners to consider children's interests and to plan and vary their learning experiences. They ensure stimulating activities and positive teaching create improvements in children's learning. In addition, they offer sensitive pastoral care such as opportunities for reading with individual children during cuddle time. As a result, the setting's consistent practices and policies purposefully concentrate on meeting the needs of the children.

Leaders and practitioners take full consideration of feedback from stakeholders involved with the setting, such as parents and carers and officers from the support agencies. They have regular discussions with them, and act purposefully on any findings to improve provision and children's experiences. As a result, they evaluate the provision rigorously and target elements in need of improvement. For example, developing the provision for the younger children.

The responsible individual and the management committee are new to their roles. They are supportive and listen sensibly to the suggestions of the person in charge and officers of the support agencies. They conscientiously validate the decisions of the person in charge and the practitioners to ensure relevance to the setting's targets.

Leaders allocate resources purposefully. They ensure adequate qualified practitioners, and they urge and encourage them to attend relevant training. They focus well on developing practitioners' skills to meet children's needs effectively. The use of the budget and grants prudently prioritises expenditure against the setting's targets such as targeting equipment defects. As a result, leaders promote valuable experiences for children, by funding purposeful resources, such as a mud kitchen and a water wall.

Leaders and practitioners have established a range of strong partnerships, for example with local shops and community projects, which provide children with interesting experiences in their local area. In addition, the effective co-operation with the local school prepares the children for the next stage of their education.

Copies of the report

Copies of this report are available at the setting and from the CIW and Estyn websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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