



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 Tremeirchion**

**Yr Hen Ysgol  
Tremeirchion  
LL17 0UN**

**Date of inspection: January 2022**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

**This report is also available in Welsh.**

## About Cylch Meithrin Tremeirchion

Name of location	Cylch Meithrin Tremeirchion
Category of care provided	Sessional care
Registered person(s)	Sylvia Ann Edwards
Responsible individual (if applicable)	
Person in charge	Sylvia Edwards Rhian Edwards Helen Jones
Number of places	19
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	4
Opening days / times	Monday – Friday 12:45 – 15:00
Flying Start service	No
Language of the setting	Welsh
Is the Childcare Offer available at this setting?	Yes
The Welsh-language Active Offer	This is a service that provides the 'Active Offer' with regard to the Welsh language. It provides a service that anticipates, identifies and meets the Welsh-language and cultural needs of the children who use, or may use, the service.
Date of previous CIW inspection	07/02/2018
Date of previous Estyn inspection	01/11/2010
Dates for this inspection visit	25/01/2022
A few children come from Welsh-speaking homes.	

## **Non-compliance**

No non-compliance was identified during this inspection.

## **Recommendations**

- R1 Provide open-ended opportunities that allow children to develop their interests and express themselves creatively
- R2 Share the Infection Control Audit Tool in Early Years Settings with all practitioners
- R3 Prioritise and implement areas for improvement effectively

## **What happens next**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Well-being:

Children have a strong voice and make informed decisions. They move confidently and independently from one play area to another, choosing appropriate toys and equipment. Most children make very mature decisions and choices about their activities. For example, when asking for help to open the lid for threading discs, and when looking for small containers and bottles in the outside water tub. However, the children do not access the boxes under the sound boards and baskets that contain natural objects of their own accord. Many children display excitement and joy when discussing events at home confidently.

Most children arrive at the setting eagerly and cope very well when separated from their parents or carers. They are very familiar with the daily routine and almost all children know that group time follows tidy up time. Fun and exuberant laughter amongst the children and practitioners is an integral feature of the setting. Many children show an endless interest and excitement in their play and learning. Most children form friendships with others and play happily together. They co-operate and take turns appropriately. For example, when waiting their turn to pretend to receive food in the play house.

Nearly all children develop an awareness of right and wrong and behave very well. They learn to respect their environment by recycling materials. For example, when reusing empty bottles to build a house for bears outside. The children are becoming increasingly independent and are beginning to pour their own drinks at snack time. Playing with real dishes, taking off their shoes and wearing slippers in the play house helps children to begin to take responsibility and boosts their independence.

### 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 the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

### Care and development:

Practitioners place a very high priority on the health and safety of the children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have attended relevant and current safeguarding training. They are very familiar with the setting's relevant health and safety procedures and have attended training on appropriate courses such as first aid and food hygiene. Practitioners follow very good procedures for recording accidents or injuries. The children are offered a good variety of healthy food and fruit at snack time to further reinforce children's awareness. Practitioners ensure that the children have good physical activities, such as moving and dancing, and regular opportunities in their garden outside to run and kick a ball. Practitioners ensure that tables and areas are clean. However, not all are aware of the Infection Control Audit Tool in Early Years Settings document.

Practitioners use positive behavior management strategies and deal with any discontent effectively and in a fair and positive way. They are always kind and gentle when speaking to the children and this leads to a positive and relaxed atmosphere. Practitioners regularly remind children of setting rules – for example, not to run in the building – and encourage them to play together, share and take turns. Practitioners often praise the children and reinforce their self-confidence, for example when giving stickers for tidying up.

Practitioners know the children and their families very well and have a clear understanding of their individual needs, abilities and interests. They provide a caring environment and prioritise the children's needs, knowing when to help and when to stay away. For example, practitioners ensure that new children receive extra support to settle in quickly. Practitioners promote equality and diversity, ensuring that all children have equal access to resources and activities.

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

Practitioners work together to provide rich learning experiences, based on relevant themes. These experiences promote the children's progress and development appropriately, and engage their interest successfully. For example, to accompany the theme of 'Winter' the children experiment with ice and warm water. This stimulates their curiosity, and provides an opportunity to discuss their senses and extend their language. However, practitioners do not always plan purposefully enough to systematically build on children's existing knowledge, understanding and skills.

Practitioners provide beneficial opportunities to develop children's minor and major physical skills. For example, children are becoming more confident and competent in their ability to handle small tools when using scissors independently and placing necklaces on a string. There is a beneficial emphasis on developing children's communication, literacy and numeracy skills as they play in the areas. Practitioners offer good opportunities to introduce and extend children's language throughout the session. They provide books relevant to the children's needs and make constant use of songs and rhymes.

They plan appropriate opportunities for children to develop their information and communications technology (ICT) skills.

By offering relevant opportunities, practitioners promote the children's moral, spiritual, social and cultural development effectively, for example learning about Saint Dwynwen by reading a story and having a discussion. Looking after the setting's plants has started to develop a sense of wonder about the world around them among the children.

Practitioners have a strong understanding of child development. They know the children well, and support them quietly and patiently to express themselves through gestures as well as verbally. They are all good language role models and speak clearly, using good quality language. They take advantage of every opportunity to feed new vocabulary to the children as they play. Practitioners generally have high expectations of the children, expecting them to behave appropriately and concentrate according to their age and ability. Practitioners support learning appropriately as

children play. However, there is not always a good enough balance between child-initiated and adult-directed activities. Sometimes, the activities are not open-ended enough to promote children's creative skills effectively. For example, there is too much emphasis on the final product rather than the creative process as the children decorate the shape of 'Sioni Rhew'.

Practitioners regularly discuss the children's strengths and areas for improvement on an informal basis. This enables them to promote individuals' development appropriately and naturally. They keep a suitable record of what the children are achieving in individual profile books, and share these with parents and carers. However, they do not record the next steps in their learning. This limits their ability to plan effectively to ensure that all children make the best progress.

### **Environment:**

The environment is extremely safe and clean and, as a result, promotes the safety and well-being of children. The setting has sound arrangements for receiving visitors to the building and practitioners follow effective safety procedures when children enter and leave the premises. The risk assessments and safety checks of fire and electrical equipment are kept up to date. The setting is cleaned daily and very well maintained.

Leaders and practitioners successfully organise the environment to promote independence and encourage children's development. The stimulating play areas, such as a role play area and small world, promote their learning effectively. There is a wide range of resources in each area, all within easy reach of the children. The environment is welcoming and interesting and there are numerous displays, many of which are accessible to the children. The environment is inclusive and all children have equal access to all the various resources and activities. Practitioners make good use of outside provision and plan purposeful play opportunities for the children. For example, the children learn about colors when investigating which ball matches the pipe.

There is a suitable supply of good quality resources, appropriate to children's age and development. For example, the new equipment such as a fishing game and a new computing area maintain the children's interest as they play. The resources are accessible to the children and are stored in low-level boxes with Welsh labels and pictures to enable the children to make choices about their play. There is a good range of resources for children to develop their awareness of recycling and sustainability. For example, when using old dishes and equipment in the play house and creating a scarecrow outside.

### **Leadership and management:**

The setting's leader sets high expectations of herself and her colleagues and leads in a firm and calm manner. The leader maintains a positive and Welsh ethos in all aspects of provision. She focuses on ensuring purposeful and continuous opportunities for children to develop their Welsh-speaking skills. The leader understands the importance of working together and aims to ensure the highest quality provision. All children and practitioners are valued across all elements of the provision.

The statement of purpose is clear and gives an accurate picture of the setting. The setting meets national minimum standards and complies with the Child Minding and Day Care Regulations. The leader promotes safe practices and carefully follows government COVID-19 guidelines, ensuring that children enjoy appropriate learning experiences while staying safe.

The leader and practitioners hold informal discussions to identify areas for improvement and address these promptly. For example, they have improved the provision for extending children's physical skills through the purchase of new equipment. More formal discussions, including appropriate consideration of stakeholder views, are beginning to support more strategic changes. They act appropriately on some aspects and keep a brief and useful record of their progress. However, they do not identify what actions they want to take to improve provision, or evaluate progress in enough detail. As a result, although the children benefit from the steady progress in some aspects of the provision, there is not enough progress towards other improvements.

Practitioner and resource management is effective. Practitioners are appropriately experienced and qualified and understand their responsibilities well. Effective use is made of finances, providing a suitable supply of quality resources. This includes a supply of attractive books of all kinds that support children's development.

The leader makes the most of beneficial partnerships to support the work of the setting. She works effectively with the local authority link teacher to promote children's learning and well-being. The leader makes good use of the resources provided by Mudiad Meithrin. Strong relationships are established with parents and carers, through regular sharing of information about the setting's work and children's development.

## 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](http://www.estyn.gov.wales))

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