



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

**A report on**

**Cylch Meithrin Y Fali**

**Valley Community School  
Valley  
Isle of Anglesey  
LL63 3EU**

**Date of inspection: March 2024**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Y Fali

Name of setting	Cylch Meithrin Y Fali
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Lauren Williams
Person in charge	Mari Pritchard
Number of places	19
Age range of children	2 – 4 years
Number of 3 and 4 year old children	15
Number of children funded for early education	5
Opening days / times	Monday to Friday 8.45am to 3.00pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service provides the Welsh language Active Offer and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	This is the setting's first inspection following its re-registration.
Date of previous Estyn inspection	January 2016
Date(s) of this/these inspection visit(s)	12/03/2024
There are plans in place for the setting to move to a brand new portacabin on the school site before the end of the summer term. This will enable them to increase the registered number of children they can care for.	

## Summary

<b>Theme</b>	<b>Rating</b>
<b>Well-being</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	

## Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

- R1 Continue to develop positive methods of supporting behaviour
- R2 Further develop the use of observations to promote children's learning and development
- R3 Formalise the performance management processes for practitioners

## What happens next

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

## Main findings

### Well-being: Good

Most children are very happy in their learning and play environment. They are enthusiastic and enjoy the suitable activities available to them. For example, children choose their toy or activity and where to play confidently. Most children arrive at the setting smiling and bounding towards practitioners and obviously feel safe in their environment. Almost all children demonstrate a fondness towards the practitioners, approaching them happily and comfortably. For example, children go to sit on practitioners' lap with a book or lie next to them to play a game on the tablet. Most children develop sound relationships with other children. For example, when sharing paint pots during a painting activity. However, only a small number of children are beginning to learn the importance of waiting their turn and sharing resources and toys. Children show self-pride in their work as they show practitioners their finished articles proudly.

Most children move confidently from one activity to another, selecting activities that are of interest to them. They are calm in the knowledge that there is no pressure on them to take part if they do not wish to do so. For example, during the singing session, some chose to go and play rather than sit on the mat. Children have a strong voice and communicate their wishes and preferences confidently. For example, children choose where to sit during snack time and leave the table when they have finished. However, a small number of children struggle to pay attention to the practitioners' instructions. Most children concentrate for increasing periods of

time, and are very enthusiastic when role playing in the play house and preparing food and drinks for each other.

Most children help each other and cooperate well as a team. For example, they work together to build a house out of blocks and take turns adding blocks and little people. The behaviour of some children is unacceptable at times, and they do not always pay attention to the practitioners' instructions. Most children happily take pride in being praised by practitioners for helping to tidy up or for listening well during circle time.

Most children develop good independence skills. They lead their play, selecting activities and fulfilling tasks when role playing, painting and building with blocks. They can meet their personal needs by going to the toilet and putting on their coats. Most children undertake daily tasks independently, such as washing their hands and tidying up after finishing their snack.

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

There is no report on the children's learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

**Care and development: Good**

Practitioners prioritise children's health and safety successfully. They understand their roles and responsibilities well and implement the setting's policies and procedures effectively. Practitioners have up to date first aid certificates and they have a thorough understanding of children's individual needs. They follow procedures carefully and keep accurate records of accidents and incidents and understand the procedures regarding medication.

Practitioners have a good understanding of hygiene procedures and they implement them effectively. For example, they disinfect surfaces carefully before snacks and wear gloves and an apron when changing nappies, recording information accurately. Practitioners have a firm understanding of child safeguarding processes. They are aware of the procedures to follow should they have any concerns. The setting's arrangements for safeguarding children meet the requirements and practitioners have completed advanced training. Leaders ensure that the staffing ratios are suitable and ensure that the procedures for when children arrive and for signing them out when they leave are safe and effective. Practitioners encourage parents and carers to provide healthy snacks for their children.

The practitioners know the children very well and respect their interests, their preferences and their personal needs. A very close relationship has been developed between the practitioners and the children. The practitioners encourage children to pick and choose their own resources, both indoors and outdoors. They assist the children to extend their understanding of the Welsh language and develop their imagination when learning and playing outdoors. For example, by modelling purposeful language when using the water tub, such as 'llawn' (full), 'gwag' (empty) and 'llif y dŵr' (water flow). Practitioners communicate in a caring way and celebrate

children's achievements effectively. They support children that demonstrate less acceptable behaviours but, at times, they are not firm enough when communicating their expectations. Practitioners give children good opportunities to be independent by encouraging them to choose their own snack from the trolley.

Practitioners show children warmth and kindness. They offer a good range of activities and experiences which develop the children's skills effectively. Some practitioners are fair when managing behaviour and are positive role models. However, not all practitioners are consistent in this regard. They ensure that children are safe and remind them that climbing on tables and chairs is unacceptable. Practitioners have a good understanding of additional learning needs, and there are robust arrangements in place for identifying children's needs early and referring them for support from outside agencies as required.

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

Practitioners demonstrate an appropriate understanding of child development. They collaborate effectively and provide appropriate experiences to engage children and promote their learning. They have started planning in accordance with the principles of the Curriculum for Wales, planning a wide range of valuable learning and play experiences both within the building and outside. For example, children are given opportunities to experiment with paint, to role play by serving each other food using real crockery and to develop their balancing skills on the bikes.

Practitioners are beginning to record observations of children's development and achievements appropriately. Many of the practitioners support learning effectively by playing alongside the children and providing timely interventions to reinforce learning.

However, they do not always use information about children's progress to plan activities that respond to their interests in order to encourage progress.

Practitioners plan interesting opportunities to develop the children's literacy skills. For example, they encourage them to role play in the kitchen by making breakfast and serving each other, and to make marks using a variety of media. They also provide a significant number of experiences to develop children's numeracy skills successfully. For example, they encourage them to count, match and sort shells from the smallest to the biggest. Overall, practitioners model verbal language effectively, introducing vocabulary and language patterns and singing lively songs. Many of the practitioners ask appropriate questions to extend children's understanding. However, they do not always use open-ended questions effectively enough to develop children's communication skills. On the whole, the provision to develop children's early digital skills develops appropriately in line with their age. For example, they provide talking devices for children to develop their communication skills.

Practitioners know the children well and develop effective opportunities for them to gain independence. They provide long periods of uninterrupted play for children to explore their ideas and to concentrate for extended periods. For example, they ensure a good range of resources for children to create different foods out of herbs,

sand and water in the mud kitchen. They provide valuable opportunities to develop children's physical and problem-solving skills. For example, they encourage them to attempt to balance different objects on a scale and to discover which vehicle travels fastest down to the water trough.

Practitioners promote children's awareness of Welsh traditions and celebrations effectively by making cards to celebrate St Dwynwen's Day and painting daffodils for St David's Day. They develop children's awareness of their local area by making valuable use of the town, by walking to the shop and the park and by observing vehicles travelling along the dual carriageway. They provide beneficial opportunities to develop children's spiritual, moral, social and cultural skills. They promote diversity appropriately through multicultural books and toys and by studying particular festivals, such as the Chinese New Year.

### **Environment: Good**

Leaders ensure a safe and clean environment for the children. Visitors cannot access the setting or the outdoor area and leaders and practitioners ensure that visitors record their attendance. Leaders ensure that fire drills take place and that the building's maintenance records are up to date. Children and practitioners' records are kept confidential.

Leaders ensure that the equipment to protect the environment is serviced regularly, for example fire equipment and the first aid box. Leaders conduct effective risk assessments and these are reviewed on a regular basis.

Leaders ensure a homely environment which offers a welcoming, friendly and warm ethos. The indoor environment has appropriate space for the number of children who attend daily. Leaders provide suitable toilets as well as designated facilities for hand washing and drying which provide opportunities to promote children's independence. They have created a safe environment in the outdoor area which provides challenges and purposeful opportunities for children to take risks and develop their curiosity. This area includes a shelter space as well as a safe area where children can enjoy valuable physical, imaginative and creative play experiences. Leaders ensure a good balance between promoting children's safety and supporting them to take risks.

Practitioners ensure that a variety of purposeful resources are available at low levels inside the building and in the outdoor area. Consequently, children have access to a wide range of toys, resources and equipment, enabling them to choose independently and follow their individual interests, such as wooden resources, craft resources and small world resources. The outdoor area enables children to develop their physical, creative and experimental skills effectively. Toys and resources are suitable and of a good standard, for example bikes and a water pipe structure. Practitioners encourage children's personal and social development well by providing opportunities for them to play with multicultural resources. For example, there is a range of dolls from different cultures in the role play and small world area. Leaders prepare purposeful displays, for example, feelings, the body, well-being and the voice of the child, and the community.

## **Leadership and management:**

Leaders have a clear vision which is based on ensuring a high-quality service in relation to well-being, care and learning in a happy, homely and Welsh-speaking environment. The leader respects and appreciates the work of practitioners and there is a positive atmosphere of teamwork. Practitioners have the relevant qualifications and experience of working with young children and their roles and responsibilities are clear. The adult to children ratios are good and there are suitable contingency plans in case the leader or one of the practitioners is absent.

The statement of purpose is clear and leaders ensure that a suitable range of relevant policies and procedures are in place. This gives parents / carers appropriate information to make the best choice with regard to their children's care.

Leaders use suitable procedures to evaluate the work of the setting and they are implemented appropriately to identify strengths and areas for improvement. For example, they recognise the need to continue to invest in multimedia natural resources and to further develop practitioners' understanding and knowledge of observations and assessing children's progress. However, monitoring practices for supervising and evaluating practitioners' performance are not established fully yet.

Leaders use the budget and grants effectively and ensure appropriate expenditure with regard to priorities. For example, they have procured a canopy and resources such as waterproofs and wellingtons which promote valuable experiences for children to play outside whatever the weather.

Practitioners and leaders work effectively with various partners, including the local authority, external agencies and parents and carers. The setting shares important information regularly with parents and carers about its policies and procedures. It does this through informal daily chats as required, and via a closed group on social media.

The setting has a constructive relationship with the school and they collaborate closely in order to ensure a smooth transition for children to the next phase of their learning.



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

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

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### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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