



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

A report on

**Mudiad Ysgol Feithrin Y Felinheli
Buarth Ysgol Y Felinheli
Caernarfon
LL56 4TZ**

Date of inspection: February 2020

by

Care Inspectorate Wales (CIW)

and

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

About Mudiad Ysgol Feithrin Y Felinheli

Name of setting	Cylch Meithrin Y Felinheli
Category of care provided	Full Day Care
Registered person(s)	Ceri Roberts and Catrin Sidgewick
Responsible individual (if applicable)	
Person in charge	Anneka Dillon Williams
Number of places	19
Age range of children	2-4 years old
Number of children funded for up to two terms	1
Number of children funded for up to five terms	0
Opening days / times	10.45am – 3:30pm Monday to Friday during the school term.
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 or may use the service, in terms of the Welsh language and its culture

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Date of previous CIW inspection	16/12/2016
Date of previous Estyn inspection	03/07/2012
Dates of this inspection visit(s)	25/02/2020
Additional information	
Almost all children come from Welsh-speaking homes.	

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 Ensure practitioners track every child's progress effectively
- R2 Ensure staff monitoring and supervision takes place consistently and maintain formal dated records to ensure the system is thorough and robust
- R3 Ensure leaders garner the views of parents and committee members to more effectively support self-evaluation procedures

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 expresses their feelings confidently. They are eager to share their experiences with adults, and trust that practitioners will show an interest and respect what they have to say. For example, they share their feelings skilfully during circle time, explaining their emotions and responding positively to practitioners' enthusiasm when listening to them. Most children make decisions and choices for themselves effectively, and move purposefully between learning areas.

Almost every child is happy and content at the setting. They settle well upon arrival and are eager to play with their friends. Almost all are familiar with the daily routines, and follow procedures with comprehension, which gives them the assurance to cope with new experiences. Almost every child has formed positive relationships with practitioners, and is confident that they can approach them for help or support as needed. They respond well to praise and are eager to share their successes. For example, they smile and show pride in their work when a practitioner praises the music they have created in the outdoor music area.

Most children have started to make friends and form positive relationships with their peers. They are eager to play with each other and they chat constantly during activities and at lunch time. Almost every child socializes contentedly, and is very willing to share toys and resources. They take turns with their friends without causing any fuss. For example, they watch and chat happily with their peers when waiting their turn to look at the insects through the magnifying glasses.

Almost every child enjoys their play and learning. They focus diligently when undertaking tasks, and enjoy experimenting with different equipment and materials. For example, they persevere well when experimenting with flour, milk and different ingredients to make pancakes. Most are inquisitive about the world around them, and enjoy playing with natural materials and using their imagination effectively. For example, they love experimenting with soil and stones when looking for earthworms with the toy dinosaurs.

Almost every child chooses activities that are of interest to them, and they 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 every child is eager to wash their hands and pour a drink completely independently during snack time. They readily cooperate with tasks and take pride in their successes, taking turns, for example, in acting as 'today's helper' and helping practitioners distribute food at snack time.

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

There is no report on children's learning. This is because there were too few three- or four-year-old children who do not receive funded education elsewhere present at the time of the inspection to report on this without identifying individual children.

Care and development: Good

Practitioners prioritise child safety and implement effective measures to ensure that all children are both healthy and kept safe. All of them have attended relevant child protection training, and are familiar with the procedures in place should they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners have completed paediatric first aid training, which prepares them for delivering emergency treatment in the event of an accident. They log any accidents appropriately, and make good use of purposeful procedures to prevent the spread of infection.

For example, practitioners encourage children to wash their hands after using the toilet and when following suitable procedures for handling food. Practitioners promote healthy eating and physical activity successfully. They encourage children to eat fruits and vegetables and ensure that they have access to fresh drinking water throughout the day. 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 the children, and speak to them affectionately and treat them with care and respect. Almost all of them make use of effective strategies to promote positive behaviour. For example, they model taking turns and sharing resources during activities to support the youngest children's understanding, and draw children's attention to the experience of others should difficulties arise with sharing and taking turns. Practitioners ensure that children are aware of the rules and what is expected of them by giving clear explanations and discussing the setting's rules during circle time.

The setting has appropriate arrangements for identifying and supporting children's individual needs, including children with special educational needs. They work with external agencies successfully in order to ensure that these children receive the support they need. Practitioners track the progress of children educated at the setting appropriately by carrying out regular observations and assessments. However, they do not track the progress of all the children who attend the setting in order to purposively plan for the next steps in their play and identify any difficulties promptly enough.

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

Practitioners provide a range of rich activities which develop children's skills successfully and foster their independence effectively. Children are provided with bespoke activities to develop their literacy, numeracy and physical skills. For example, they develop their skills by following a trail of stones with the letters of the alphabet on them, and take part in 'Mister Wolf' outdoor games, counting their steps. Practitioners plan a range of various themes for the year to satisfy children's interests, and which are relevant to their everyday lives. However, there are limited opportunities to enrich the learning by arranging visits for the children by inviting visitors to the setting.

Practitioners ensure there is a good balance of adult-led activities and activities chosen by the children. This ensures that children make good progress in terms of their independent learning skills, and encourages them to make decisions for themselves. As a result, almost every child is able to focus on activities for worthwhile periods. For example, practitioners allow a child to attempt to twist and fasten a pipe cleaner to hold small pieces of cereal to make a bird feeder before offering assistance.

Practitioners act as strong language models, which has a positive impact on children's oral skills as they speak Welsh confidently in the play areas. They know the children well. For example, almost every child is comfortable speaking with practitioners about their families, celebrations and visits. Practitioners model play effectively in the indoor and outdoor learning areas, which has a positive impact on children's personal and social skills. Practitioners intervene purposefully in the learning, and question children skilfully, giving them time to think. This develops their thinking and communication skills effectively, for example, by encouraging children to describe what is happening and how it feels as they mix pancake ingredients independently.

Practitioners make effective use of findings from observing and assessing the children to plan the next steps in their learning. They record children's development effectively and track their progress across all learning areas on a regular basis.

Practitioners promote children's social, moral, cultural and spiritual development appropriately through a range of beneficial activities. Children are given good opportunities to learn about other cultures by trying different foods and dressing up in traditional costumes, for example, when celebrating the Chinese New Year and Diwali. Practitioners also make sure the book area contains a suitable range of multicultural books, and the play house has multicultural dolls to reinforce children's understanding.

Practitioners provide meaningful opportunities to develop children's awareness of Welsh culture, including celebrating St David's Day, taking part in outdoor games and learning and singing traditional nursery rhymes.

Environment: Good

Leaders ensure that effective health and safety procedures are in place to monitor and manage any potential hazards. Written risk assessments are comprehensive, and outline actions taken to reduce or prevent risk to children. Leaders check learning areas regularly, and deal with any hazards quickly and effectively.

Play areas are pleasant, comfortable and cosy, and there is plenty of room for children to move around freely. Leaders ensure children have a sense of belonging by displaying examples of their work on the walls. The playroom offers a range of purposeful learning areas, with a wide variety of activities and resources which enrich children's experiences successfully. For example, the role play area has been turned into a veterinary surgery to coincide with the current theme. The outdoor play area is extremely attractive, and offers a large number of exciting experiences which engage children effectively. This area also provides them with a valuable opportunity to

develop physical and creative skills, for example, by creating music with percussion instruments in the music area; by pretending to drive on the 'road' on the balance bikes, and by engaging in imaginative play in the 'elf house'. They make extremely effective use of natural resources and materials to encourage children to experiment and discover things for themselves, for example, by engaging in imaginative play with mud kitchens in the 'cylch café' area, and observing the natural world in the bug hotel.

Leaders ensure children have access to a wide range of good quality interesting and exciting resources and equipment. These are stored at low level to allow children to select them independently without adult intervention. Leaders also ensure children have access to valuable opportunities to play and experiment with recycled materials, for example, when using empty food packets in the role play area. All furniture and equipment is suitable for the children's age and size. Cleaning tasks, including regular sterilisation of toys, are recorded in detail. As a result, equipment and toys are clean and in very good condition.

Leadership and management: Good

The person in charge has a clear vision based on providing a service of the highest standard in terms of children's education and well-being in a happy and homely environment. She shares this vision effectively with her fellow practitioners, who are extremely supportive and work together as a team successfully. The person in charge sets high expectations for herself, the practitioners and the children.

The statement of purpose is comprehensive, and outlines the service provided by the setting in detail. A range of tailor-made policies and procedures supports the setting's work in a positive way. Practitioners understand their roles and responsibilities well and contribute effectively to the setting's work. However, performance management and supervision procedures for practitioners are not thorough enough, nor are they implemented regularly enough. As a result, leaders are not always able to respond swiftly to practitioners' training and development needs, nor to give practitioners the opportunity to discuss their needs without delay.

The registered person and the management committee are active and they fulfil their roles in a positive manner for the benefit of the children. They work together very effectively to deliver changes in the provision, for example, by creating a fantastic outdoor area which has led to improvements in children's well-being and skills. On the whole, the setting has purposeful self-evaluation arrangements which provide an accurate picture of its strengths and areas for improvement. Leaders make suitable use of the findings to identify priorities for the development plan. However, leaders do not gather the opinions of parents and committee members about the setting's life and work effectively enough.

Parents rate the practitioners highly, and appreciate the rich experiences and constant care which is provided for their children. The setting's open-door policy ensures parents are given regular opportunities to engage in discussions with practitioners, including a daily chat at the setting and on social media. Parents are provided with useful information twice a year via an open evening, an end-of-year report and a file which includes photos and examples of the child's work during their

time at the Cylch. In addition, children bring a soft toy home for a weekend in turn to promote their moral development at home. This reinforces good cooperation between parents and practitioners to promote children's well-being.

The setting has a good relationship with a range of partners which supports the provision successfully. The person in charge works closely with the consultant teacher and the school's nursery teacher to improve the provision and, as a result, improve children's achievement. For example, they have cooperated effectively to restructure the play areas to better support learning. Leaders undertake regular fundraising activities for the setting, for example, holding a Christmas concert and fair where children are given an opportunity to perform.

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 Prysog Cyf (Welsh to English).

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