



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

**Report following monitoring  
Level of follow-up: focused improvement**

**Cylch Meithrin Tŷ'r Cymry  
11 Gordon Road  
Roath  
Cardiff  
CF24 3AJ**

**Date of visit: March 2018**

**by**

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

**© Crown Copyright 2018: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

## Outcome of visit

Cylch Meithrin Tŷ'r Cymry is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the setting from any further follow-up activity.

## Progress since the last inspection

### **Recommendation 1: Develop assessment procedures that clearly identify children's skill development and to highlight the next steps in children's learning**

Very good progress in addressing the recommendation

The leader shares her vision clearly with practitioners and places a specific focus on ensuring that assessment and planning procedures are effective. As a result, procedures have a clear structure and have a positive effect on children's standards and wellbeing.

All practitioners at the setting observe children astutely during their activities and record their comments on individuals' progress electronically. Their notes focus clearly on assessing specific skills. The leader considers all practitioners' assessments to identify the next steps for each child. Notes on individuals' achievement contribute well to the evidence of progress that is identified in each child's assessment profile. These profiles provide practitioners with a clear overview of individuals' strengths, the progress they have made and what they need to do in order to improve.

Weekly meetings are held for practitioners to discuss each child's progress. This is recorded on an appropriate form that is used effectively when planning activities for the following week. This has a positive effect on the use that is made of assessments when planning the next steps for the children.

Practitioners have a good understanding of how to assess children correctly, and they now use the foundation phase profile systematically as a basis for their records. Recording their comments electronically enables practitioners to share information easily with other key workers, who identify any notable achievements in the specific child's profile in due course.

Practitioners use daily observations regularly to evaluate learning and guide weekly planning to support development in children's skills. As a result, the setting's assessment procedures inform planning to reinforce children's skills and move them forward appropriately.

### **Recommendation 2: Plan learning opportunities well matched to children's ability and prior attainment and to provide them with sufficient challenge**

Very good progress in addressing the recommendation

The setting has effective planning sheets. Practitioners use them daily to ensure that the activities that are provided address nearly all children's specific needs suitably and develop their literacy and numeracy skills systematically. These enable practitioners to identify focus activities, extended tasks and continuous provision constructively. The sheets identify practitioners' specific responsibilities, which ensures that they understand their daily roles clearly. Practitioners evaluate plans regularly to discover what works well and what needs to be adapted.

Practitioners consider children's interests in addition to any particular events that occur during the term to inform termly planning well. For example, the children have chosen to build a tractor from cardboard boxes when learning about farm animals. They also target some specific skills to be developed across a range of activities. These link specifically to children's previous attainment. Plans show clearly how children's knowledge, understanding and skills are developed systematically over time.

Practitioners adapt activities that address nearly all children's needs appropriately in order to challenge them. This has a positive effect on their behaviour and ensures that they participate well in activities.

### **Recommendation 3: Increase provision for developing children's information and communication technology (ICT) skills**

Strong progress in addressing the recommendation

Practitioners plan specifically to develop pupils' information and communication technology (ICT) skills regularly. Practitioners have very recently adapted the planning format in order to identify more opportunities to develop children's ICT skills. This ensures that planning is beginning to develop children's skills more systematically over time. They plan beneficial activities that enable children to develop their skills appropriately in a range of contexts. For example, most children take photographs for Easter cards without much encouragement from adults.

The setting now has an appropriate range of ICT equipment, such as electronic tablets, programmable toys and digital recording devices. This is beginning to have a positive effect on children's understanding of how ICT can support them in their play. Overall, ICT resources are accessible to the children, which enables them to make sensible choices about when and how to use them in their play. For example, when playing with cardboard boxes, children choose to make a hiding place and use electronic torches to light it.

### **Recommendation 4: Review arrangements for snack time**

Very good progress in addressing the recommendation

The setting organises snack time effectively and adapts the arrangement according to the number of children who attend on particular days. For example, if there is a large number present in a session, children are arranged into groups so that not too many sit around the table for long periods. This ensures that this period is calmer, more effective and more purposeful for the children. Practitioners make valuable use of this time to develop children's numeracy, oracy and social skills. An effective

example of this is the way in which they encourage children to count pieces of fruit to put on each plate. Practitioners include children appropriately in the task of preparing the fruit and encourage them to share them fairly between each other, and talk to them about their favourite fruit.

**Recommendation 5: Draw up a development plan to indicate how improvements are to be undertaken**

Very good progress in addressing the recommendation

The setting now has a beneficial development plan that addresses the recommendations from the core inspection effectively. The current plan outlines clearly the steps to be taken and the timetable for action for each activity. It also identifies the directors' responsibilities in monitoring and keeping records of the procedures that have been introduced to improve the quality of provision.

Leaders evaluate the effect of actions against the success criteria regularly and adapt activities, where necessary. As a result, the plan is a useful tool to enable leaders to plan more effectively to improve the setting's work, and has had a positive effect on all of the recommendation that were identified following the core inspection.

<b>Recommendations</b>
------------------------

In order to maintain and improve on this progress, the setting should continue to maintain the level of progress it has already made, and continue to address those inspection recommendations in which further progress is needed.