



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

A report on

**Cylch Meithrin Carreglefn
Ysgol Gymuned Carreglefn
Carreglefn
Amlwch
LL68 0PH**

Date of inspection: June, 2016

by

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Reporting Inspector**

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Cylch Meithrin Carreglefn is a Welsh medium setting located in the Community Hall on the Carreglefn Community School site, in the local authority of Anglesey. It is open three mornings and one afternoon a week. It shares the hall with other agencies.

The setting has been registered since 2013 to provide for up to 12 children from two and a half years old per session. Currently, two three-year old children receive funded education.

Welsh is the main language spoken in the homes of each child. There are no children in the current cohort with additional educational needs and no one from an ethnic background.

There are two members of staff including the leader who has been in post since May 2016.

The setting was last inspected by the Care and Social Services Inspectorate for Wales (CSSIW) in October 2014 and by Estyn in November 2006.

Summary

The Setting's current performance	Adequate
The Setting's prospects for improvement	Adequate

Current performance

The setting's current performance is adequate because:

- Practitioners create an inclusive and happy community
- They nurture children's confidence and encourage them to enjoy learning and to behave well
- They provide good opportunities for children to enjoy interacting with books
- They encourage children to eat and drink healthily

However

- The setting does not use assessment information well enough to plan the children's next learning steps
- They do not provide regular opportunities for the children to enjoy active physical activities
- The opportunities for children to understand the wider world through visits and visitors are limited

Prospects for improvement

The prospects for improvement are adequate because:

- The new leader shows commitment to the setting's development
- Practitioners work together effectively as a team
- The new leader, advisory teacher and the Mudiad Meithrin work effectively to develop the setting further
- The partnership between the setting and the primary school is developing well
- Practitioners have a positive attitude towards training and development
- The Management Committee ensures that the setting is sustainable and provides good value for money overall

However

- The new leader has not yet had the opportunity to fully establish fully
- The setting does not make full use of their available funding to improve children's learning experiences particularly in the outdoor area

Recommendations

- R1 Celebrate children's accomplishments and make better use of assessment to identify children's next steps in learning to provide suitable challenge for the more able
- R2 Make use of the available funding to improve the quality of resources and extend children's learning experiences particularly in the outdoor area
- R3 Provide regular opportunities for children to develop their physical skills through energetic physical activity
- R4 Provide experiences for children to understand the wider world through visits and visitors
- R5 Give full attention to the safety issues identified during the inspection

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Wellbeing: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The setting provides a good variety of learning experiences to encourage all children's enjoyment in both the indoor and outdoor areas. Practitioners pay due attention to all areas of learning and meet the requirements of the Foundation Phase fully. Their planning builds securely on children's knowledge, understanding and skills to enable them to make progress. They provide purposeful, enjoyable activities across the six areas of learning around themes such as Mini Beasts that capture the interest of young children.

The setting provides good opportunities for children to develop their fine motor skills through purposeful use of small tools, for example, closing buttons on felt strips to make colourful chains to create a long caterpillar. However, the opportunities for children to access large climbing and building resources and to engage in free, vigorous movement are limited which impedes their physical development.

They provide appropriate opportunities for children within the themes to develop an understanding of their world and living things. For example, when studying the properties of mini beasts, they compare shape, colour and movement of woodlice and snails. They then embark on a mini beast hunt with magnifiers to the grassed area. However, the use of visits and contribution of visitors to develop children's understanding of the world and their awareness of their locality is limited.

Practitioners take advantage of every opportunity to model, feed and enrich children's language effectively. They create good opportunities for children to listen to stories associated with their themes, for example, a story about a hungry caterpillar. They model how to interact with books well. Then children are encouraged to make their own choices from the book area to develop their interest and enjoyment in books.

They ensure regular opportunities for children to follow instructions; such as during circle time, when tidying up and at snack time. Another good example is the purposeful dialogue which occurs between practitioners and children as they learn to use the computer to create colourful patterns. This provides good support to develop children's ability to speak confidently.

Practitioners ensure that children understand the purpose of writing by encouraging them to make various marks and to form letters clearly. They plan regular opportunities for children to recognise their names; such as in self-registration and when finding their place mats for snack time.

They ensure daily opportunities across all areas of learning to develop children's numeracy skills by counting and recognising numbers and singing number rhymes. Practitioners plan effective opportunities for children to match objects of differing size, shape and colour with pictures. A good example of this is matching pink and yellow felt butterflies with diagrams to create a pattern. They also create effective opportunities for children to learn and understand mathematical vocabulary such as large, small, long and short when discussing insects. These opportunities encourage children to develop their mathematical understanding by using the new vocabulary; for example, when creating their own pictures and models of the various mini beasts.

Practitioners create suitable opportunities for children to develop thinking skills and solve problems, by sharing their opinions and making decisions. For example, when they direct a mechanical toy to land on their chosen picture of a mini beast. All practitioners provide good language models and take every opportunity to improve children's language.

They plan good opportunities for children to learn about their heritage through celebrating Saint Dwynwen's Festival, and Saint David's Day. At that time, children learn about costumes, foods and traditional Welsh songs. They develop children's understanding and knowledge of other cultures appropriately through celebrations such as World Book Day, and discussing various pictures and playing with dolls of different origins.

Teaching: Adequate

All practitioners have up-to-date knowledge of child development and a sound understanding of Foundation Phase requirements. They have high expectations of children's ability to develop independence and to express themselves confidently. They all contribute equally to the planning and have a clear understanding of what is expected of them.

The range and quality of the teaching methods which practitioners use is effective. They raise children's awareness and engage their curiosity by choosing interesting themes, activities, songs and fun rhymes. They stimulate children's interest in words through reading stories daily and modelling how to deal with books.

They understand the importance of providing purposeful opportunities for children to learn through play and direct experiences. They ensure a good balance between activities which are chosen by the child and others and they are led by an adult.

Practitioners present stimulating focused tasks to encourage children's natural curiosity. A good example of this is combining the lifecycle of a caterpillar with an opportunity to develop children's numeracy skills through counting the various healthy foods they eat. They all ensure that children are clear about what is expected of them to encourage them to persevere with tasks.

The pace of sessions is good and practitioners introduce activities that stimulate children's interest effectively. Each practitioner intervenes well when children are engaged in free activities. For example, through skilful questioning and modelling language by repeating new vocabulary and phrases. They encourage children to use new language very effectively. All practitioners manage behaviour naturally and very well. They follow a consistent pattern of praising children generously for their efforts and showing respect towards them to develop their confidence.

The staff know the children well and record assessments to measure their progress. However, they do not pay sufficient attention to displaying children's successes, for instance on the walls. They do not always use assessment well enough to identify children's next steps in learning to provide suitable challenge for the more-able.

They keep parents informed of their children's progress through informal discussions throughout the year. The parents receive an attractive record of their child's work at the end of their time in the setting. The practice of involving parents in the assessment process so that they can contribute to the children's development is in place but as yet not fully embedded.

Care, support and guidance: Adequate

The setting is a happy, caring community which places a high priority on children's well-being and safety. All practitioners are suitably qualified and experienced and they provide a generous ratio of adults to children. The arrangement to support the health and well-being of children is good. Children enjoy a healthy snack daily and practitioners demonstrate good awareness of care. For example, practitioners ensure that children wash their hands before eating. They also cut fruit to a suitable size for young children. They provide some appropriate opportunities for children to participate in some tasks to keep fit and healthy.

There are appropriate systems in place to identify children with additional learning needs and the setting accesses specialist agencies support as required.

The setting's arrangements to support the spiritual, moral, social and cultural development of children is beneficial. The children have regular opportunities to reflect for instance, when they observe various mini-beats in their habitat. They also have opportunities to wonder when two very different paint colours merge together to create a different colour. Also, they recite a simple prayer together before eating which helps create an atmosphere of calm, quietness.

All staff use positive behaviour strategies, which eliminates any form of disturbance or agitation. They are all good models of kindness and fairness and the children emulate them. They promote social development well by encouraging children to adopt a tolerant attitude towards one another and to work together happily and take

turns courteously. They encourage children to appreciate other cultures through celebrating Chinese New Year. At that time, they dress up, moving to music and enjoy tasting Chinese food. They raise the children's awareness further by drawing their attention to pictures and dolls from different countries.

They develop children's understanding of sustainability appropriately. The children are provided with suitable opportunities at snack time to recycle food and waste paper separately.

The setting has appropriate policies and procedures in place for child protection. They recruit staff safely and practitioners undertake regular and relevant training. However, leaders do not undertake risk assessments regularly enough to ensure the complete safety of the venue. During the inspection, some safety aspects were identified for urgent attention. By the end of the inspection, most of these had been resolved. As a result, the setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Learning environment: Adequate

The setting is a relaxed and inclusive community. The practitioners are well qualified have experienced to meet Foundation Phase requirements. The relationship between the adults and children is natural and inclusive. This ensures that children settle quickly and feel happy and secure. Practitioners provide purposeful experiences that engage children successfully for considerable periods of time. They ensure that all children benefit equally from a range of activities. As a result, children participate well and enjoy their time at the setting.

Practitioners use the space available to them effectively. The indoor environment is stimulating and organised into effective areas such as a comfortable reading corner, a kitchen, and a quiet area for circle time. Nevertheless, the space to display and celebrate the children's work is very limited. The small outdoor area impairs on children's ability to engage in some learning opportunities and in free and energetic play. The setting does not take full advantage of opportunities to investigate the local area or to engage visitors to the setting to enrich children's knowledge of the world.

On the whole, the setting had a suitable supply of quality resources. In the indoor area, the resources support learning well; to include, story sacks, board games used for sorting and matching colour and number, weather charts, and a variety of interesting books. This has had a very positive impact on children's learning experiences and on the development of their literacy and creative skills. However, in the outdoor area, some of the resources are not of sufficient quality to promote children's learning, to include climbing equipment, water and sand troughs.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The new leader has a clear vision for the setting's future which she has implemented effectively in a short period of time. The practitioner supports the vision and both are

working together effectively as a team. However, not all leadership responsibilities, such as conducting regular risk assessments, have had time to embed fully.

Both have a good understanding of their role and their daily duties and have high expectation of themselves. They know the children well and work effectively together to deliver a wide range of purposeful experiences to them. This results in a homely ethos where the children are happy and gain confidence and independence swiftly.

The Management Committee is supportive and stable. They have a clear understanding of the value of the setting to the school and to the community. They have adopted the Mudiad Meithrin's policies and procedures which provide the setting with the basis of a strong management structure. They are aware of the areas for improvement. However, they are not sufficiently formal in funding and implementing their development planned targets.

Leaders give good attention to local and national priorities. They ensure a strong focus on the development of children's literacy and numeracy skills, as well as providing good opportunities to learn about healthy eating.

Improving quality: Adequate

The new leader has a positive commitment to improving the setting on an ongoing basis. The team discusses how to improve provision. The leader is beginning to make effective use of a range of external evaluations to focus on raising standards and on improving the provision.

The leaders have a good understanding of the setting's strengths and areas for improvement. They have identified its strengths and areas for development effectively with the support of the local authority's advisory teacher as a result, the self-evaluation process is effective.

The setting transfers much of this information into the development plan so that the connection between the two documents is clear. The evidence demonstrates a positive effect on provision, especially in the development of children's ICT skills. However, they do not have a systematic process to inform and update the document. Consequently, it is not useful enough to reflect the current situation and to report to the management committee to ensure their support in working towards specific targets.

Leaders have acted effectively on the recommendations made during Estyn's last inspection, ensuring, for example, by improving curriculum plans further to improve provision.

Partnership working: Good

The setting has developed a range of beneficial partnerships that contribute appropriately to children's care and well-being, quality of provision and leadership.

The partnership with parents is very positive. Practitioners share information purposefully with parents about their children's progress and wellbeing through

informal contact. At the end of their term at the setting they present them with a Llyfr Trysor (Book of Treasures) - a valuable record of children's experiences and work. They share any significant changes with parents face to face when they accompany their children to and from the setting. They share information about relevant policies and the focus of their themes in a comprehensive booklet and on the parents' notice board in the hall. The parents and the local community regularly support the setting through fundraising activities.

The partnership with the local school is developing well and the new head teacher is a member of the management committee which promotes consistency as parents come to the end of their term on the committee. The children visit the school during the summer term to ensure a smooth transition to the next stage of their education.

Practitioners do not use community links regularly enough to promote children's understanding of the world around them and an awareness of their local area by taking them on purposeful visits and inviting visitors to the setting.

The leader works effectively with the local authority's advisory teacher and the Mudiad Meithrin's development officer who provide practical advice which leads to improvements in the setting's work.

Resource management: Adequate

The setting makes efficient use of staff to support teaching and learning. Managers ensure that practitioners are suitably qualified and experienced to work with young children. They make appropriate use of the skills and experience of staff to maintain the provision. The practitioners have a positive attitude towards training and development and they make good links with other settings to share good practice.

Suitable processes are in place to manage the performance of practitioners through the involvement of the chair of the management committee and the support of the Mudiad Meithrin's development officer. However, the process of designating individual staff development needs to support the setting's improvement plan targets is at an early stage of development.

Leaders provide a good range of relevant resources for the indoor area. The diverse supply of attractive books has a positive impact on children's literacy skills. However, the resources for the outdoor area is limited, some of them not of appropriate quality to promote children's development across all areas of learning.

The management committee ensures that the setting is sustainable by providing financial reserves. Recently, they have formulated a plan which includes targets earmarking resources to enrich children's learning experiences especially in the outdoor area. Taking this and the effective provision into account, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The numbers of responses received were fewer than 10. No data will be shown.

Appendix 2

The Reporting Inspector

Dr Prydwen Elfed-Owens	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.wales)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.