



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

A report on

**Cylch Meithrin Carwe
Carway
Kidwelly
Llanelli
Carmarthenshire
SA17 4HE**

Date of inspection: May 2016

by

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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

The setting meets in a classroom in Ysgol Gynradd Carwe, in the village of Carway near Kidwelly, Carmarthenshire. The setting is open five mornings a week for 42 weeks a year. It is a Flying Start setting and a registered member of Mudiad Meithrin.

The setting is registered to take up to 30 children per session. Currently, there are 15 children aged two and three years of age on the register. Four children receive funded early years education. Nearly all the children come from homes where English is the main language spoken. The setting has not identified any children with additional learning needs within the current cohort.

There are three members of staff, including a leader and assistant leader. They are all experienced and suitably qualified in the education and care of young children. The leader has been in post since 2002.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in November 2015 and by Estyn in June 2011.

Summary

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

Current performance

The setting is good because:

- Practitioners provide a wide range of interesting learning experiences
- Good teaching ensures children's enjoyment and active involvement in their learning
- The good relationship between the children and practitioners promote children's confidence as learners
- There is effective provision to promote children's personal and social development
- There is purposeful use of the outdoor learning areas
- Visits, and the contribution of visitors enrich children's experiences
- The setting provides a happy, caring and supportive environment for all children

Prospects for improvement

Prospects for improvement are good because:

- The leader provides strong direction to the setting's work
- Practitioners are committed to their role and work effectively as a team
- The leader has a sound understanding of the setting's strengths and of the aspects to improve
- The development plan includes appropriate areas for improvement
- Practitioners are open to new ideas and ways of working in order to improve provision
- There is evidence of improvements being introduced successfully
- There is effective use of resources to support learning
- There are strong links and effective collaboration with a range of partners, including the primary school, parents and carers, and the community

Recommendations

- R1 Develop the planning and make greater use of assessment information to promote children's skills more systematically across the areas of learning
- R2 Extend the opportunities for children to use their Welsh oral skills more independently in their activities
- R3 Develop self-evaluation processes to focus more on children's progress and achievement
- R4 Develop the strategic role of the management committee

What happens next?

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

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?

Good

Learning experiences: Good

Practitioners provide a wide range of learning experiences that succeed constantly in engaging children's interest. The curriculum is planned around a series of themes that match children's interests and stage of development. There are suitable opportunities for children to contribute to the planning by suggesting further activities.

Practitioners' planning focuses appropriately on developing children's learning skills. They are clearly incorporated into the activities planned. However, there is not always enough attention to ensuring consistent progression in children's skills across the areas of learning.

There are purposeful opportunities for children to use their literacy and numeracy skills. During group activities, there are regular opportunities for children to listen to stories, participate in role play, join in songs and rhymes, and use their mark making skills. There is constructive use of activities led by practitioners to develop children's number skills, for example through games in the outdoor learning areas. The opportunities for children to develop broader mathematical skills, such as measuring skills, and to use their information and communications technology (ICT) skills, are more uneven.

There are valuable opportunities for children to develop their investigative, creative and physical skills. They include experiences such as cooking, creating a wormery, studying the life cycle of butterflies, growing a range of vegetables, and experimenting with different materials in their art activities.

Children's awareness of the traditions and celebrations of Wales is promoted successfully through activities including celebrating St. David's Day and Santes

Dwynwen's Day. The visit to Kidwelly Castle contributes to developing children's awareness of the historical features of their area.

There is effective use of visits and contributions from members of the community to enhance children's learning experiences. They include visits to the village library, post office and fire brigade station as part of the theme 'People who help us'. Visits by the police, ambulance men, a cook and nurse successfully develop children's knowledge about the roles that people play within their community.

There is good attention to developing children's understanding of the need to respect and care for the environment and all living things. Productive activities include growing and caring for plants, recycling activities, and studying the characteristics of various birds and animals alongside specialists in this field.

Teaching: Good

Practitioners have a sound knowledge of child development and Foundation Phase requirements. They make effective use of a range of teaching methods and succeed in keeping an appropriate balance between activities led by adults and those the children choose. Activities are carefully prepared and there is constructive use of resources inside the classroom and in the outdoor learning areas to support teaching and learning.

Practitioners create a happy and positive learning environment for the children. They participate energetically in all activities. Story time sessions, for example, are lively occasions where children participate in a range of stimulating activities that promote their learning effectively. The setting's programme of activities moves at a good pace.

During circle time, and role play, building and cooking activities, for example, practitioners speak with children constantly and take every opportunity to develop their vocabulary. As a result, most of the young Welsh learners demonstrate a good understanding of instructions and practitioners' questions. However, there is not always enough attention to encouraging children to use the simple vocabulary and sentence patterns that they learn more independently in their activities.

Practitioners know the children well and can discuss their overall development and learning needs in detail. They observe children carefully when they play and record relevant observations. There is appropriate use of assessment procedures to track children's overall development and to set personal targets. The full use of assessment information in planning provision is an aspect that is continuing to develop.

There are effective arrangements to inform parents about their children's development. They include informal discussions, written reports and parents' meetings.

Care, support and guidance: Good

The setting is a caring and orderly community. Policies and procedures to support children's health and wellbeing are implemented. There are good opportunities to

promote children's awareness of the importance of healthy eating, personal hygiene and physical exercise. Being part of the Design to Smile and Healthy Pre-school programme, for example, help practitioners to promote children's awareness of good practice. The setting's work has been recognised by winning a competition organised by a national magazine to create a dental poster for children emphasising the importance of cleaning teeth regularly.

The induction arrangements, together with daily contact with parents/carers, ensure that children settle well. The children are happy in the setting and comfortable in the company of practitioners. Clear expectations are set that successfully promote very good behaviour.

Effective learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development. Values, such as being kind and considering others, are promoted effectively through the curriculum and daily activities. A prayer before snack, thanksgiving celebrations and work on the Christmas story contribute appropriately to children's spiritual development. The visits and opportunities to participate in activities with the primary school contribute further to their social development.

There are productive opportunities for children to learn about other people's cultures and traditions. They include celebrating the Chinese New Year and the festival of Divali through a range of appropriate experiences including cooking and arts and crafts activities.

There are suitable arrangements for supporting children with additional learning needs, when required. They include clear lines of communication with key agencies such as speech and language support services.

The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The setting is an inclusive community where all children have equal access to the curriculum and to all the activities provided. Practitioners consider and value children's diverse backgrounds and respond effectively in accordance with this information.

There are an appropriate number of experienced practitioners to deliver the Foundation Phase. On the whole, there are plenty of resources to support learning across the areas of learning. The range of ICT resources is more limited.

The building provides purposeful facilities. Practitioners make full use of the space available in the classroom by organising various activity areas around the room. Samples of children's work contribute to creating a colourful learning environment that supports children's learning further. The outdoor learning area is a valuable resource for investigative and creative activities. There is productive use of the school playing field for a range of physical education and problem-solving activities. The building is clean and safe.

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

The leader provides strong direction to the setting's work. All practitioners are aware of their responsibilities and work effectively as a team. They establish a positive relationship with the children, parents and carers, and all the setting's partners. This contributes well to the sense of community within the setting. The practitioners share the same values and are committed to the children's development and wellbeing. This is a strong feature. Daily routines work smoothly and suitable policies are implemented.

The management committee is a small team but supportive of the setting and practitioners. With the help of the setting leader, the committee gives appropriate attention to the setting's current needs. There is good co-operation between the officers and parents especially for fundraising activities and the coffee mornings held. The secretary has embarked on a programme of visits to the setting to observe aspects of provision. This is a positive development. However, the role of the committee in the setting's evaluating and forward planning processes has not developed fully.

There are appropriate procedures in place for evaluating the work of practitioners and identifying their further professional development needs.

The setting gives appropriate attention to national and local priorities, including implementing the Foundation Phase, promoting healthy living, and implementing the local authority's Welsh Language Charter in collaboration with the school.

Improving quality: Good

The leader has a sound knowledge of the setting's main strengths and areas for development. Practitioners give due consideration to the views of children, staff, parents and other partners. There is appropriate use of the leader's observations of provision and staff discussions to evaluate aspects of provision. Weekly staff meetings are useful periods to discuss and plan for the week ahead. However, there is not always enough attention to evaluating children's progress and achievement.

The self-evaluation report provides a balanced review of provision. The development plan, which arises from this report, identifies a number of suitable areas for improvement. They include extending children's literacy and numeracy skills. The plan includes clear targets, sets a timetable and outlines the necessary resources. The new plan is being implemented appropriately.

Practitioners are open to new ideas and are willing to try different ways of working in order to improve provision. There is evidence of improvements in aspects such as developing the outdoor learning area and introducing a clear plan to develop children's Welsh skills. These initiatives support children's learning further.

Partnership working: Good

The setting has a positive partnership with parents and carers. They receive relevant information verbally, through brochures, newsletters and the notice board. Practitioners are regularly available to talk at the beginning and end of the morning session. The setting strongly encourages parents and carers to play an active role in their children's education. The provision of activity sacks for use in the home is a constructive initiative.

There are strong links with the primary school through visits by the children, discussions with staff, the use of the facilities on-site, and opportunities to attend events organised by the school. This partnership promotes a smooth transition for children to the next stage of their education.

The setting has a successful partnership with a range of agencies to support children and practitioners when needed. Practitioners use the constructive support of the local authority link officer, the Flying Start officer, and the Mudiad Meithrin development officer to make improvements. The primary school's governing body is very supportive of the setting and is ready to assist and provide further guidance.

The setting has beneficial links with the community. The effective use of community visits and the contribution of local people extend children's learning experiences successfully. The community provides good support for the setting's fundraising activities.

Resource management: Good

The setting is appropriately staffed. There is effective use of individual practitioners' time and skills to lead activities. Resources are used productively to promote children's learning.

Practitioners attend suitable courses on Foundation Phase requirements and on the care and education of young children. They make appropriate use of the training received to promote children's language skills, for example. The leader makes beneficial use of the opportunities to visit other settings in the area to share experiences. The opportunity to visit settings in Italy to observe teaching and learning methods in another country has been a valuable experience.

The leader has a clear understanding of the budget and there are relevant procedures for planning and reviewing spending. Spending decisions are prioritised appropriately according to setting needs. There is effective use of fundraising initiatives to support visits and to add to the resources.

Given the quality of leadership, the learning experiences and the care and support to children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Dorothy Morris	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.uk)

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.