



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

A report on

**Cylch Meithrin Croesgoch
Festri'r Capel
Croesgoch
Pembrokeshire
SA62 5JP**

Date of inspection: January 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

Cylch Meithrin Croesgoch is a Welsh medium setting in the village of Croesgoch, near St David's, in the Pembrokeshire local authority. It meets in the vestry of a local chapel. It is open for four mornings of the week and the setting has four members of staff.

The setting's registration allows it to accept up to 24 children. It admits two and three year old children. At the time of the inspection, 14 children attended, five of them funded by the local authority.

Nearly all the children are of white British origin. Nearly all speak English as their first language and a few speak Welsh. Currently, a few children have additional learning needs.

The leader began her post in March 2009. The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in August 2015. Estyn's last inspection of the setting was in November 2009.

Summary

| | |
|--|-------------|
| The setting's current performance | Good |
| The setting's prospects for improvement | Good |

Current performance

The setting's current performance is good because:

- It provides a broad range of relevant and interesting learning experiences that aid children's knowledge and understanding
- The quality of teaching is effective and supports successful learning
- The provision for looking after, supporting and guiding children is diligent
- Purposeful use is made of all staff, which is a strength at the setting
- The setting is a safe and caring community, that appreciates each child equally
- The learning environment, especially indoors, is used creatively to provide stimulating tasks to improve children's outcomes

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader and management committee give a clear direction to the setting's work
- The leadership's history of managing improvements over time is effective
- Self-evaluation is thorough and has led to significant improvements over time
- Staff take an active part in professional development and training, which has a positive effect on children's learning
- There are very beneficial partnerships with parents, the local community, the local authority and Mudiad Meithrin, which aids in developing the setting further
- The management committee challenges, supports and holds the setting to account sensibly
- Managers use funding efficiently

Recommendations

- R1 Ensure that introductions to tasks are timed effectively in order to maintain children's interests
- R2 Improve the areas of learning in the outdoor area

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

The setting delivers the curriculum effectively and it reflects the ethos of the Foundation Phase well. The learning experiences target children's needs and interests successfully and stimulate them to learn purposefully. The children participate in the planning of themes, which contributes to their motivation.

Staff plan learning experiences thoroughly in weekly meetings. They collaborate effectively to provide flexible and innovative activities. The vibrant learning experiences, which include making snowmen out of foam and coins and counting to ten using large pebbles in grids, provide continuity and progression in children's learning. The curriculum challenges all children. It builds systematically on children's existing knowledge, understanding and skills and links consistently to the setting's assessment strategies to target the next steps in children's learning.

Staff provide positive opportunities for children to take risks and become independent learners through painting, discovering messages from a hedgehog and investigating with metal detectors. They focus on developing children's physical, thinking and creative skills intelligently.

The setting plans in detail for the development of children's literacy, numeracy, information and communication technology (ICT) and thinking skills. The provision for these skills is co-ordinated efficiently so that there is coherence in the children's experiences across the curriculum. The daily materials and methods of delivery are adapted well to make the curriculum accessible to all children. Staff put this into practice conscientiously. The planning of mark making and number tasks across all areas of learning are stimulating and engaging. They are progressive and challenging, which encourages children to begin forming letters and numbers in recognisable forms. They also give children regular opportunities to recognise their own and other children's names.

The setting makes beneficial use of visits and visitors to enhance children's learning experiences positively. For example, visits by bus to St David's and walking on the coastal path add interest to the curriculum. Visitors, which include a hairdresser, a milkman and the emergency services, teach children purposefully about everyday activities within their community.

The staff provide engaging learning opportunities that encourage children to show respect and tolerance for people from all cultural backgrounds. This includes celebrating the Chinese New Year and Diwali. These planned experiences develop a better understanding of the world in which children live.

The setting's provision for Welsh language development is good. All staff model the language effectively. They allow children to use Welsh as much as possible in their learning. The setting promotes children's awareness of the traditions and celebrations of the cultures of Wales meaningfully, which includes celebrating Saint David's Day.

Teaching: Good

The staff's teaching impacts positively on children's learning at the setting. All staff have a secure knowledge and understanding of the Foundation Phase and have high expectations for every child's learning. Staff play an active role when planning the curriculum and the best use is made of their expertise. They are very positive as children arrive and they continue with this enthusiasm throughout the session.

Staff plan a good balance between child-selected and staff led activities that meet children's individual needs sensibly. They make good and imaginative use of resources, including technology such as tablets and music players, to enhance learning. Adult intervention is sensitive and skilful, which encourages children to motivate themselves as they learn. The teaching is challenging and staff understand the importance of providing opportunities for children to learn through play and stimulating experiences. However, staff do not always time introductions to tasks effectively to maintain every child's interest in the activity. All staff are good language models in Welsh, which encourages every child to use Welsh regularly in everyday routines.

Staff manage children's behaviour very well. They provide a stimulating, challenging and exciting environment, especially indoors, which encourages children's involvement, participation and enjoyment. Staff's questioning challenges children consistently, which develops their thinking and communication skills well. Staff encourage children to evaluate their work successfully as they address letters for posting, make rockets from plastic bottles, paint wintry scenes and make faces with tissue paper. Such activities ensure that all children participate and contribute meaningfully to tasks.

The setting's procedures for assessing and recording children's achievements are effective and efficient. Daily assessments lead in detail, directly to individual children's targets and the next steps in their learning. This is a well-managed, positive and diligent process. Parents and carers receive informative reports about their children's achievements. Information is available to them at any time.

Care, support and guidance: Good

Effective arrangements exist to support children's health and wellbeing, which influence children's learning purposefully. The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. For example, staff foster values such as honesty, fairness and respect sensibly, through consistent opportunities for children to reflect, discuss feelings, say thank you and pray. Staff also allow children to butter their own crackers, serve each other drinks and take turns politely around the dining table during snack time. The setting has the appropriate arrangements to promote healthy eating and drinking. The setting provides good opportunities for the children to recycle food, paper and plastic bottles. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies well, which removes any form of disruption or aggressive behaviour. All staff have suitable qualifications and good experience. The adult to child ratio is favourable. The setting uses staff expertise well in planning, teaching and supervising activities. Children are happy and secure in the company of the adults at the setting and every child asks for help and support when needed.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, with locked doors and bolted gates and only a member of staff opens them. No one comes in unannounced and a child cannot leave unaccompanied. Staff ensure that children are in the care of their parents or a familiar carer before anyone leaves.

The setting identifies children's learning needs well when they join and during their time at the setting. The leader discusses these with appropriate agencies to target support effectively. As a result, there are good arrangements to support all children with additional learning needs.

Learning environment: Good

The setting's ethos and daily practices promote equality and diversity successfully. Staff encourage children to respect others and develop tolerant attitudes effectively, especially through group activities. Staff know the children very well and their individuality is recognised. Staff provide children with equal access to an interesting curriculum, which is structured purposefully. The setting has enough staff, who have sufficient knowledge and expertise to teach all aspects of the Foundation Phase curriculum.

The setting uses its resources meaningfully, especially inside in the building to meet the requirements of the Foundation Phase and children's needs. Children move freely around the hall and participate independently in activities, which include the use of ICT, in all areas of learning. Children access all resources easily, which promotes their sense of responsibility well. Continuous activities, focus tasks and opportunities to enrich the learning share all resources equally, which benefits all children at the setting.

The setting uses community resources well, which includes the local school and the chapel next door, to supplement the setting's provision and to enrich the curriculum.

The building and outdoor area are secure and well maintained. The staff use the indoor accommodation particularly well. The setting grows flowers in wellington boots in the outdoor area, which is an appropriate method of teaching children about plant growth. The use of this area for boisterous activities, such as riding bikes, rolling hoops and kicking balls, is suitable. Even though the setting has development plans in place to improve the areas of learning in the outdoor area, its current use is not successful.

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

Leadership: Good

The leader and management committee's clear aims, strategic objectives, plans and policies focus directly on effective provision, which targets children's needs. The setting implements and monitors the plans for improvement purposefully against appropriate actions and timescales.

The leader defines the staff's roles and responsibilities well. The leader and staff manage their time productively to prioritise needs efficiently. They collaborate and set challenging and realistic targets for themselves and others. This ensures that children's experiences are interesting and stimulating. The leader and management committee negotiate, co-operate and accept advice sensibly from staff and outside agencies, such as the local authority, Mudiad Meithrin and parents. The leader monitors teaching closely, which ensures a consistency of good quality teaching approaches. This benefits and supports all children.

The management committee are well informed about the setting's progress and actively support and challenge the setting. This develops a sense of purpose to their work that promotes and sustains improvements over time. They use relevant information about the setting very well and have a sustained focus on achieving progress against the setting's priorities. The leader implements policies and initiatives meaningfully, including those that meet local and national priorities, such as healthy eating, the Foundation Phase and the literacy and numeracy framework. The leader identifies training and development needs clearly. She prioritises and addresses staff's training needs fully.

Improving quality: Good

Self-evaluation and development planning is a regular and important part of the setting's working life. It identifies priorities for improvement, monitors provision and assesses children's outcomes effectively. The process involves rigorous reviews of all aspects of the setting's life and how these impact on standards children achieve.

All staff contribute fully to the process and final document. The leader manages the setting diligently on the basis of an accurate assessment of its strengths and weaknesses. The quality of teaching and learning is evaluated regularly, which targets better training and development opportunities to improve teaching practices.

The self-evaluation takes account of the views of staff, parents and carers, the management committee, the local authority and Mudiad Meithrin. As a result, it leads to a thorough development plan. The development plan monitors improvements against clear targets and success criteria. It prioritises the most important matters to improve and it funds improvements well. For example, it has identified the need to improve the areas of learning in the outdoor area.

By involving all staff in this process, they are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher and the Mudiad Meithrin. For example, advice on how to improve the planning of literacy and numeracy, has affected the quality of the learning experiences and teaching considerably. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

The setting works strategically with partners to improve provision and children's standards and wellbeing. The impact of strategic partnerships on children's standards and wellbeing is significant, especially the setting's links with the school, local authority and Mudiad Meithrin. The setting uses community links effectively to support children's learning, which includes participating successfully in local parades and competitions.

Staff work and liaise with a wide range of partnership groups, which make a strong contribution to improved provision. These include agencies that support the setting with first aid training, Welsh provision, food hygiene, safeguarding children and further qualifications. The local school has a successful relationship with the setting and this supports children's transfer arrangements meaningfully. The arrangements for transferring assessments and personal information are effective and benefit the children as they settle at the school.

Staff take active steps to involve parents and carers in the setting. The setting regularly informs parents and carers about all aspects of the setting's work. They are encouraged to offer their own opinions on matters to improve the setting. A positive relationship with the local authority's advisory teacher and the Mudiad Meithrin officer enhances the work of the setting.

Resource management: Good

The setting plans and carries out effective strategies to ensure and monitor value for money; in the way it manages resources. It is a strong learning community, which has a culture of collaboration between staff and other partners involved with the setting.

The setting focuses well on increasing the staff's professional knowledge, understanding and skills. This includes effective training opportunities that impact on children's learning and wellbeing. Leaders manage resources efficiently and deploy staff to make best use of their time, expertise and experience. Performance management systems are thorough and lead to staff improvements and improved teaching. The setting provides the best standards of accommodation and resources

possible within its budget. It is developing areas for learning in the outdoor area and this is a target in its current development plan, although its impact is not yet evident.

The leader and the management committee have a clear understanding of the budget and prioritise spending in line with their planned actions for improvement effectively. They make sure that there is a direct and positive impact on the setting's provision and children's outcomes.

In light of the effective provision, the diligent staff, the supportive management committee and the purposeful leadership, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the setting. | 22 | 15 68% | 7 32% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r lleoliad yn gyffredinol. |
| | | 80% | 20% | 0% | 0% | | |
| My child likes this setting. | 22 | 17 77% | 5 23% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r lleoliad hwn. |
| | | 85% | 15% | 0% | 0% | | |
| My child was helped to settle in well when he or she started at the setting. | 22 | 21 95% | 1 5% | 0 0% | 0 0% | 0 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad. |
| | | 86% | 13% | 0% | 0% | | |
| My child is making good progress at the setting. | 22 | 20 91% | 2 9% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad. |
| | | 81% | 19% | 0% | 0% | | |
| Children behave well in the setting. | 22 | 17 77% | 5 23% | 0 0% | 0 0% | 0 | Mae plant yn ymddwyn yn dda yn y lleoliad. |
| | | 72% | 27% | 1% | 0% | | |
| Teaching is good. | 22 | 20 91% | 2 9% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 81% | 19% | 0% | 0% | | |
| Staff treat all children fairly and with respect. | 22 | 19 86% | 3 14% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 84% | 16% | 0% | 0% | | |
| My child is encouraged to be healthy and to take regular exercise. | 22 | 17 77% | 5 23% | 0 0% | 0 0% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 76% | 23% | 0% | 0% | | |
| My child is safe at the setting. | 22 | 20 91% | 2 9% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn y lleoliad. |
| | | 85% | 15% | 0% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs. | 20 | 17 85% | 3 15% | 0 0% | 0 0% | 2 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 72% | 27% | 1% | 0% | | |
| I am kept well informed about my child's progress. | 22 | 19 86% | 3 14% | 0 0% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 63% | 30% | 6% | 1% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the setting with questions, suggestions or a problem. | 22 | 20 91% | 2 9% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem. |
| | | 80% | 18% | 1% | 0% | | |
| I understand the setting's procedure for dealing with complaints. | 22 | 15 68% | 7 32% | 0 0% | 0 0% | 0 | Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion. |
| | | 66% | 31% | 3% | 1% | | |
| My child is well prepared for moving on to school. | 21 | 19 90% | 2 10% | 0 0% | 0 0% | 1 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol. |
| | | 74% | 25% | 1% | 0% | | |
| There is a good range of activities including trips or visits. | 22 | 19 86% | 3 14% | 0 0% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 64% | 32% | 4% | 1% | | |
| The setting is well run. | 22 | 22 100% | 0 0% | 0 0% | 0 0% | 0 | Mae'r lleoliad yn cael ei redeg yn dda. |
| | | 82% | 17% | 1% | 0% | | |

Appendix 2

The Reporting Inspector

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|-------------------|---------------------|
| Mr Nicholas Jones | 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. |