



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 Cwrt Henri
The Reading Rooms
Dryslwyn
Carmarthenshire
SA32 8RU**

Date of visit: December 2016

by

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

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The monitoring team

Dyfrig Ellis	Reporting Inspector
Vanessa Bowen	Team Inspector

Outcome of visit

Cylch Meithrin Cwrt Henri is judged to have made sufficient progress in relation to the recommendations following the core inspection in January 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: Extend children's literacy, numeracy and ICT skills

Strong progress in addressing the recommendation

Practitioners offer valuable opportunities to develop children's literacy, numeracy and information and communication technology (ICT) skills. Many children develop their skills consistently across the areas of learning, for example when they count objects in an interactive game, name shapes and prepare food in the kitchen. Most children's speaking and listening skills are developing well, for example when they discuss the weather and the characteristics of leaves on trees. Songs, rhymes and Christmas carols are used skilfully and regularly to introduce language and develop pupils' vocabulary successfully. As a result, many children develop a good understanding of the Welsh language, and a majority discuss and explain what they are doing confidently.

There are plenty of appropriate opportunities for children to see written language on displays in the setting, and practitioners draw children's attention to vocabulary and phrases during practical activities. This reinforces and develops their understanding of Welsh vocabulary and terms well.

Numbers are also given a prominent place in displays in all parts of the building, and practitioners take advantage of relevant opportunities to refer to them during sessions; for example, displays of the children's work on the walls show that they have been given valuable opportunities to identify shapes.

The setting knows the children's needs well and plans in detail in order to meet their needs. Practitioners have made good progress in terms of planning in order to extend children's skills systematically while developing their oracy. They make effective use of Mudiad Meithrin's language scheme in order to develop children's literacy skills appropriately. Most children now use ICT resources confidently and regularly across the areas of learning. However, the setting does not ensure that there are regular opportunities to develop ICT skills coherently.

Recommendation 2: Develop more detailed planning to promote consistent progression in children's skills

Very good progress in addressing the recommendation

The setting has now developed planning procedures that are more effective than the previous ones. These plans provide regular opportunities to develop most children's

key skills more effectively, particularly during practical activities. The setting now uses detailed, daily planning that identifies the learning aims of focus tasks clearly. Practitioners record children's achievement daily and use these assessments effectively in order to plan the next steps in their learning.

Practitioners identify what is needed in provision and activities in order to target tasks to develop the children's specific skills effectively. The planning system has now embedded well and is used confidently by practitioners to develop children's skills. The detail in this planning has a positive effect on the standard of provision across all learning areas; for example, specific tasks are targeted to develop children's ICT skills across a majority of learning areas successfully. The leader uses a useful system to track children's skills systematically. This ensures that provision gives appropriate attention to a good range of skills across the curriculum.

The setting has a definite daily routine, which helps the children settle and become familiar with order. Useful opportunities are provided for the children to learn from adults in their free play, and by taking part in story and singing sessions. The opening session is used effectively to feed language to the children regularly. They hear a good pattern of language and understand what is said.

Recommendation 3: Ensure that teaching provides appropriate challenge for all children

Strong progress in addressing the recommendation

The setting's plans now include tasks which offer an appropriate level of challenge for a majority of children. Practitioners plan specific activities in order to address individuals' needs effectively. By doing so, they challenge children to achieve well in their play and during more formal activities, such as story time and sessions in which they discuss the weather. The leader makes good use of question and answer strategies by using puppets to encourage the children to remember the names of shapes. Practitioners stretch more able children to develop their language skills further while playing various board games which have a clear focus on matching unfamiliar objects.

Suitable opportunities are provided to develop the children to become independent learners. Practitioners work skilfully when playing alongside the children and encourage them to make their own decisions to solve problems. This has a positive effect on their ability to persevere.

The setting's daily routines flow successfully and children know the routine confidently. This robust and purposeful structure ensures that most children are stretched consistently across the areas of learning. Practitioners place a firm focus on providing beneficial challenges in order to stretch children's literacy and numeracy skills continuously. Practitioners identify children's starting points in addition to the progress that they make during sessions. They use this information systematically to identify the next steps in their learning.

Practitioners use probing questions during plenary sessions and when working with specific groups in order to ensure that more able pupils are stretched regularly. This

enables many children to make decisions and take ownership of their learning. As a result, many children's level of commitment during focus tasks is good, particularly those who are more able.

Recommendation 4: Establish evaluation processes to identify and address the areas that require attention

Very good progress in addressing the recommendation

The leader and management committee know the setting well. Between them, they have developed effective systems in order to evaluate provision and the standards that children achieve. The self-evaluation report is detailed and based on a wide range of sources, including direct observations. As a result, the leader and chair of the management committee have a sound understanding of the strengths, as well as many of the areas that need to be developed further.

The leader uses self-evaluation outcomes appropriately in order to plan for improvement. The plan identifies clearly who is responsible for specific aspects, in addition to suitable timescales and appropriate success criteria. The management committee holds the setting to account well and monitors progress regularly. The leader records beneficial comments which identify actions regularly. These comments include valuable details based on what needs to be done next, and the leader addresses key issues promptly.

This detailed planning for improvement has already had a positive effect on the setting's work; for example, significant improvements to provision for developing children's literacy, numeracy and ICT skills have led to good skills among nearly all children. Practitioners now operate more strategically and this enables the setting to make good progress in terms of ensuring improvement.

Recommendation 5: Develop the strategic role of the management committee

Very good progress in addressing the recommendation

The management committee provides the setting with effective help and support. The chair of the committee is very knowledgeable about the strengths, in addition to areas for improvement. She has worked very closely with the leader in order to monitor progress in meeting the recommendations. She also works purposefully alongside the local authority's link teacher to maintain the momentum in establishing stable leadership for the setting.

As a result of the chair's firm commitment to developing her understanding of the requirements of the Foundation Phase, the committee is now operating much more strategically. Members of the committee now have a good awareness and strategic overview of specific activities in order to develop the children's literacy and numeracy skills across the areas of learning. They plan purposefully in order to support practitioners to develop children to become confident and independent learners. They have high expectations and this has a positive effect on provision and on many children's standards of spoken Welsh. The committee includes parents successfully

in developing this vision by encouraging them to play an active part in their children's education, particularly in developing their Welsh language skills.

The setting has robust procedures to evaluate practitioners' work, which include direct observations and timely meetings. This activity is very effective and leads to rigorous evaluations that identify practitioners' professional development needs appropriately.

Recommendation 6: Ensure stable leadership for the setting

Very good progress in addressing the recommendation

The setting has been through a period of significant instability in terms of leadership since the core inspection, despite the efforts of the management committee. An enthusiastic and experienced leader has now been appointed. She understands the essentials of the post and has addressed them effectively. She has a clear vision and she shares this successfully with all stakeholders. Roles and responsibilities that reflect the setting's development plan are defined clearly, and practitioners and the management committee understand them clearly. The leader's time and duties are organised well, and she also arranges that the assistant is sure about her own duties. As a result, the leader and assistant work together effectively and work productively in order to move the setting forward. All of this is overseen scrupulously and rigorously by the chair of the management committee.

As a result of appointing the leader and the support of members of the management committee, the setting provides robust and effective leadership with a clear focus on planning rich learning experiences for the children, which develop their skills and wellbeing well.

Recommendations

In order to maintain and improve on this progress, the school 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.