



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Llaingoch
Ysgol Llaingoch
Caergybi
LL65 1LD**

Date of inspection: June 2015

by

**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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2015: 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.

Publication date: 08/07/2015

Context

Cylch Meithrin Llaingoch meets in Ysgol Llaingoch on the outskirts of Holyhead on the Isle of Anglesey. The setting meets for five afternoons each week and employs three full time practitioners and one part-time who are all well qualified and experienced in working with young children. The setting leader has been in post since April 2000.

The setting is registered to take up to 20 children between the ages of two and a half and four years old, each session. There are currently 25 children on the roll, 14 of whom are aged three and funded by the local authority. Nearly all children have English as their home language and a very few children speak Welsh at home. There were no children with additional learning needs attending the setting at the time of the inspection.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in March 2014 and by Estyn in March 2009.

Summary

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

Current performance

The setting is good because:

- Many children achieve realistic standards in line with their age and stage of development
- Nearly all children settle quickly and are happy in the setting
- Children's behaviour is good and they follow instructions well
- It offers a wide range of beneficial learning experiences based around appropriate themes
- Children have valuable opportunities to learn about keeping healthy
- There is a warm and welcoming ethos
- It makes good use of visits and visitors to extend and enrich children's learning

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader manages the every-day running of the setting effectively
- Practitioners work well together as a team
- The leader responds positively to advice and guidance, which has a beneficial impact on children's outcomes and wellbeing
- It has an appropriate improvement plan in place and makes good progress towards achieving its targets
- Useful partnerships make valuable contributions to the setting's work
- Practitioners make good use of training opportunities to improve their practice

Recommendations

- A1 Develop children's early writing and creative skills
- A2 Improve planning to extend children's skills, especially their speaking skills, more systematically
- A3 Improve practitioners' Welsh language skills
- A4 Ensure that safeguarding policies and procedures meet requirements and that all practitioners have a secure understanding of what to do
- A5 Establish effective systems to strengthen the strategic management of the setting

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
---	-------------

Standards: Good

During their time in the setting, most children make realistic progress in their knowledge, understanding and skills. Almost all children concentrate well for sustained periods and are highly engaged and motivated to learn.

Most children's literacy and communication skills are developing well from their low starting point as learners of Welsh. They quickly develop a useful understanding of Welsh words, phrases and instructions enabling them to join in fully in the life of the playgroup. For example, they use frequently heard words and songs naturally and spontaneously in their play, such as singing about Lola Lindys, naming numbers and looking for the 'pili pala'. Nearly all children join in songs and rhymes with enthusiasm and enjoyment. They listen and follow instructions well, showing a thorough understanding of the language used, such as when asked to stand in a circle and take turns in the hall. Many children use a variety of mark-making equipment with increasing control, such as when drawing on the outdoor chalk boards and using tablets. However, more able children do not develop their early writing skills sufficiently. Many children enjoy listening to stories and respond enthusiastically to a story about the mini beasts in the garden. They know how to treat books appropriately.

Most children develop numeracy skills effectively. They are able to match objects by shape and colour successfully. Nearly all can count to at least ten and join in learning number rhymes enthusiastically. They are developing a good understanding of mathematical language, for example while playing with the parachute. Many children understand how to compare objects by size and shape, such as when they find the biggest spider in the grass.

Most children are developing their physical skills well. They jump successfully, throw bean bags with increasing control and use their fine motor effectively to operate water sprays skilfully. Although many children enjoy painting and craft activities, their creative skills are underdeveloped.

Wellbeing: Good

Nearly all children come into the session happily and eager to learn. They participate in activities with enthusiasm and enjoyment, such as guessing what is in Doti's hat. Most children are curious about resources offered to them and make good use of these to extend their learning. Many sustain concentration for a considerable period both in their independent play and when working alongside adults.

Children's behaviour is generally very good. They respond well to adult direction and their ability to share and take turns is developing well. For example, most children take turns to jump along a row of hoops successfully, enabling everyone to make the most of the activity. Most children make confident choices, and their independent

learning skills are developing well, for example when they take off and put on their own shoes and socks to take part in a session in the hall. Many children are beginning to develop an appropriate sense of responsibility, such as when they help to tidy up and take their turn as Helpwr Heddiw.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

In general, the setting provides children with a wide range of valuable learning experiences based on appropriate themes. They plan a suitable range of interesting activities covering all Foundation Phase areas of learning well.

Children have valuable opportunities to learn how to treat living things with care, respect and concern by arranging for different animals to visit the group; such as a rabbit, a sheep dog and a pony. Practitioners plan a variety of craft activities appropriately linked to their themes, although there is a tendency to rely too much on templates. As a result, children's opportunities to express themselves creatively are limited. Practitioners plan regular opportunities for children to develop their thinking skills, such as thinking about why ice melts as part of their winter theme.

The setting makes very good use of visits and visitors to help children develop their understanding. For example, children visit the local shop to buy fruit and vegetables while learning about eating healthily.

The setting ensures that there are regular opportunities to develop children's communication and literacy skills. Practitioners make valuable use of routines and songs and rhymes to help children develop their Welsh language skills. As a result, children learning Welsh make good progress. There are useful opportunities both indoors and outside for children to develop their mark-making skills. However, planning systematically to extend the early writing and Welsh language skills of more able children is less well developed. The setting provides a wide range of attractive and interesting books often linked to the current theme, which promote early reading skills well.

The setting develops children's numeracy skills effectively, for example offering good opportunities for children to count using rhymes and songs, and to sort and match objects in their play. Children have appropriate opportunities to learn about their national heritage, such as when they celebrate St David's Day and learn about Santes Dwynwen.

Teaching: Adequate

Practitioners have a secure knowledge and understanding of the Foundation Phase. As a result, they provide a good balance between child initiated and adult focused activities. There is a good pace to the sessions and this keeps children well motivated and engaged in their learning. Practitioners have developed well-established routines, which they follow consistently. This helps children to feel safe and confident in the setting and supports children's developing understanding of Welsh phrases well. However, practitioners are not all confident or consistent in their

use of Welsh and occasionally use incorrect patterns and pronunciation. As a result, children do not have consistent enough opportunities to extend their Welsh vocabulary and speaking skills as well as they could.

Practitioners manage children's behaviour successfully and intervene sensitively to support their individual needs. They work well as a team, sharing responsibilities effectively and supporting one another to ensure that activities flow smoothly. Practitioners interact with the children positively and with good humour and, as a result, children have fun at the setting while learning.

Practitioners take responsibility for groups of individual children and record observations about their progress regularly. This helps practitioners to identify what skills children need to work on. However, this system is recently established, and practitioners do not yet use the information systematically in their planning. Occasionally, practitioners do not have high enough expectations of what children can do and, as a result, they do not always progress as well as they could.

Practitioners share information with parents about their child's progress effectively through informal meetings and a comprehensive record of achievement book.

Care, support and guidance: Adequate

The setting promotes healthy living effectively. Children have many worthwhile opportunities to learn about keeping healthy, through good hygiene, eating well and exercising regularly. For example, children wash their hands before eating, brush their teeth daily, and enjoy healthy snacks.

The setting promotes children's spiritual, moral, social and cultural development successfully. For example, practitioners give children valuable opportunities to learn to share and take turns. They help children to develop their independence and sense of responsibility by encouraging them to put on their own coats and help put away resources at tidy up time. Children have worthwhile opportunities to develop a sense of awe and wonder through growing herbs and sunflowers, and enjoying many visits from different animals to the setting. The setting is beginning to teach children about sustainable development appropriately by providing opportunities to recycle waste food, paper and cardboard.

Suitable systems are in place to support children with additional learning needs, including seeking support from the local authority services.

The setting has appropriate procedures for checking the suitability of staff and others who are in contact with children. There are effective systems for ensuring children's safety and wellbeing while they are in the setting. However, the setting's arrangements for safeguarding children do not meet requirements and give cause for concern.

Learning environment: Good

The setting has a warm and welcoming ethos. It is an inclusive community and all children have equal access to resources and activities. Suitable activities, such as tasting food from different countries, contribute to an appropriate emphasis on celebrating diversity.

Practitioners treat children fairly, such as when encouraging them to take turns. They show respect for children's ideas and suggestions, helping to promote tolerant attitudes. The setting has sufficient suitably qualified practitioners to meet the requirements of the Foundation Phase. The accommodation is well maintained and secure. There are plenty of good quality resources, which generally meet the children's needs. However, the sand and water trays are small, limiting the children's opportunities to learn about capacity, weight and measure.

The indoor space is well organised into designated areas and children access the resources easily and independently. Practitioners make appropriate use of the school hall to provide worthwhile opportunities for children to develop their physical skills. The setting has recently extended its use of the outdoors. Practitioners are beginning to plan appropriately for more learning experiences outdoors and make suitable use of the available area to provide regular opportunities for children to benefit from fresh air and exercise.

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

Leadership: Adequate

The leader is committed to providing good quality learning experiences in a happy environment giving children have a good start to their education. She ensures that the setting's daily routine runs efficiently and consistently, using practitioners' expertise appropriately to provide beneficial learning experiences for the children. Practitioners work together well as a team, supporting one another effectively. As a result, staff and children feel valued.

The recently appointed chair of the newly established management committee works well with the setting leader. They share a common commitment to the success of the setting. This co-operation has led to improvements such as securing the regular use of the school hall to develop children's physical skills. However, the committee has not yet shared any of the responsibilities for the strategic management of the setting. This aspect of the setting's work is underdeveloped. Although the leader makes sure that most appropriate policies are in place, many need updating to support the setting's work effectively. Practitioners contribute useful ideas and suggestions informally to day-to-day planning. However, as yet, they have little involvement in strategic planning or formal evaluation of the way forward.

The setting leader pays good attention to local and national priorities such as healthy living, and makes sure that there is a strong focus on developing children's literacy and numeracy skills.

Improving quality: Good

A culture of self-evaluation is developing effectively in the setting. The setting leader makes good use of a new self-evaluation process to help identify strengths and areas for development successfully. She consults practitioners through informal discussions and parents contribute their views by means of an annual questionnaire. Practitioners are open to new ideas and are willing to try out different ways of working.

The leader uses this information appropriately to form a helpful improvement plan that identifies useful priorities. The setting is making suitable progress towards achieving the targets set, such as ensuring that children have improved opportunities for outdoor learning. Practitioners recognise the need to improve Welsh language provision in the setting and have taken worthwhile steps towards achieving this. For example, their consistent use of Welsh songs and rhymes has ensured that children make good progress from their starting point.

Practitioners work well with other agencies, responding positively to advice and support from the local authority and Mudiad Meithrin's development officer to make improvements. For example, the setting makes good use of resources developed by Mudiad Meithrin to support children's developing Welsh language skills.

Partnership working: Good

The setting has developed effective partnerships that contribute well to children's standards and wellbeing.

Partnerships with parents are strong. The setting keeps parents well informed about what their children are learning through daily informal contact and useful newsletters that outline the setting's themes. Practitioners invite parents to become involved through contributing items of interest. This has a positive impact on children's wellbeing and their engagement with the themes. Parents appreciate that practitioners are approachable and that their children are happy and eager to attend. This contributes significantly to the setting's positive ethos.

The setting meets in the school building and benefits from the use of the school hall and the nursery playground. Children become familiar with the school building and staff during their time in the setting. Practitioners share useful information from their observations and assessments with the nursery teacher. This prepares the way well for children to move onto the next stage of their education.

The constructive partnership with the local authority's advisory teacher and Mudiad Meithrin's development officer and Welsh language officer helps with continuous improvement in the setting.

Resource management: Good

The setting makes effective use of staffing, resources and guidance from other agencies to support teaching and learning appropriately. The leader ensures that the setting has enough staff suitably qualified to work with young children. Practitioners

access a suitable range of useful training to build on their skills and help them to improve the provision for children's learning. In particular, practitioners recognise the need to improve their Welsh language skills and have been pro-active in attending ongoing training to work towards this. The setting shares resources usefully with other playgroups and benefits from borrowing from them in return. However, benefiting from sharing knowledge and expertise with other settings is at an early stage of development.

The setting leader keeps the budget under close review and draws information together in an annual report for Mudiad Meithrin. She prioritises spending according to the setting's needs and uses funds efficiently to ensure that the group remains sustainable. In view of the positive outcomes for children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 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.	11	5 45%	6 55%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	11	7 64%	4 36%	0 0%	0 0%	0	Mae fy mhlentyn 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.	11	5 45%	6 55%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	11	5 45%	6 55%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	1%	0%		
Children behave well in the setting.	11	3 27%	8 73%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	10	4 40%	6 60%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	11	5 45%	6 55%	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.	9	4 44%	5 56%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	11	6 55%	5 45%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	9	4 44%	5 56%	0 0%	0 0%	2	Mae fy mhlentyn 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.	11	3 27%	7 64%	1 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	11	4 36%	6 55%	1 9%	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.	11	4 36%	6 55%	1 9%	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.	10	5 50%	5 50%	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.	11	6 55%	5 45%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	11	4 36%	7 64%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Sheila Margaret Birkhead	Reporting Inspector
--------------------------	---------------------

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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 partnership's conditions of registration.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.