



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

A report on

**Cylch Meithrin Llanbedrog
Neuadd Llanbedrog
Llanbedrog
Pwllheli
Gwynedd
LL53 7PG**

Date of inspection: February 2017

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

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Context

Cylch Meithrin Llanbedrog is a Welsh-medium setting that meets in Llanbedrog village hall, in Gwynedd local authority. The setting is open three days a week and has three practitioners.

The setting's registration allows it to admit up to 16 children at any given time, and the setting admits children between two and four years old.

Nearly all children are of white British origin and a minority speak Welsh as their first language. There are currently very few children with additional learning needs.

The leader began in post in September 2006. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in September 2014 and by Estyn in May 2010.

Summary

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

Current performance

The setting's current performance is good because:

- Learning experiences are planned thoroughly in order to challenge children each day
- Robust teaching motivates children to improve their work
- Practitioners work together consistently to improve children's learning experiences and standards
- Welsh language provision is effective
- Practitioners' diligent and sensible care creates a happy and active atmosphere
- There is evident trust between children and adults
- An effective learning environment engages children's interest successfully
- A range of resources is available for children inside the building and outdoors, which has a purposeful impact on their learning experiences

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader provides a clear direction for the setting's work
- Consistent and appropriate self-evaluation systems lead to setting relevant targets
- Practitioners are keen to develop professionally and to attend relevant training
- There is effective use of support services
- There is active support by the management committee
- There are purposeful partnerships with parents and the local school
- There is sensible use of limited funding to secure improvements in provision and the outdoor area

Recommendations

- R1 Improve opportunities for children to move independently between indoor and outdoor learning areas
- R2 Use daily assessments more consistently in order to target the next steps in individual children's learning
- R3 Strengthen the management committee's administrative processes so that there are clear records of the work's effectiveness

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are the outcomes?	
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Standards:

Wellbeing:

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

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The leader and practitioners provide a purposeful curriculum that reflects the ethos of the Foundation Phase effectively. They plan learning experiences thoroughly. As a result, activities target children's needs and interests sensibly.

Practitioners work together effectively to provide exciting and interesting activities for children to develop as independent learners inside and outside the building. They motivate the children to learn practically through role-playing in the home area and planting flowers in pots outdoors.

All practitioners discuss individual children's progress at regular meetings, and organise themes and activities on this basis. They offer valuable opportunities for children to express their own ideas in order to enrich activities further. This includes organising an obstacle course in the hall and selecting suitable seeds and cereals to put on the bird table. Activities such as these make a positive contribution to children's daily enthusiasm as they learn through play.

The setting plans thoroughly for developing children's literacy, numeracy, information technology and thinking skills. Literacy and numeracy tasks are evident in all areas of learning and challenge children consistently to perform at their best. Practical examples of this can be seen as children discuss the characteristics of winter by building snowmen out of dough and twigs and matching multi-coloured socks on a clothes line. The provision of learning experiences is effective and offers sensible progression and continuity in children's learning.

The setting's provision for Welsh language development benefits the children. Almost all practitioners are good models for the language. They are successful in helping children who are beginning to learn the language. Practitioners encourage children to use the language as much as possible through stimulating activities. They challenge and question children regularly in indoor and outdoor learning areas. As a result, most children's understanding of the language is developing effectively and they respond to familiar phrases within a short time.

The setting succeeds in promoting children's awareness of the traditions, celebrations and culture of Wales. These activities include celebrating St. David's Day and St. Dwynwen's Day, making lobsouse and baking Welsh cakes.

Provision for developing information and communication technology (ICT) is purposeful. The setting offers good opportunities to use a range of equipment such as cameras, CD player, computer, electronic tablets and programmable toys. All practitioners challenge children effectively by using educational software in the Welsh language to develop their early ICT skills.

Practitioners focus on developing children's physical and creative skills intelligently. They allow them to climb adventure equipment, to drive bicycles energetically in the hall and to experiment with shaving foam and paint.

The setting makes beneficial use of visits and visitors to enhance children's learning experiences. Experiences include visits to the local park, the village school, the beach and Mudiad Meithrin festivals. Visitors such as the emergency services, the postman and the vet teach children purposefully about people's roles in their community.

Teaching: Good

All practitioners have up-to-date information about child development, are knowledgeable about the requirements of the Foundation Phase and work together effectively. Practitioners manage children's behaviour positively and safely. This encourages children's participation and enjoyment in all activities successfully.

Practitioners have high expectations for all children and they challenge children consistently in focus and continuous tasks. They intervene purposefully in children's experiences and play in order to motivate and encourage them to succeed. They understand the importance of providing extensive opportunities to learn through play. An example of this is experimenting in the hall construction area and in the external mud kitchen.

Children are encouraged constantly to take part in varied activities by all practitioners. However, this does not include allowing children to move freely between inside and outside the building. This limits children's choices somewhat. Practitioners use questioning purposefully to develop children's thinking and communication skills. This is done by discussing the characteristics of various birds such as robins and blackbirds, comparing dolls from different cultures and fishing for numbers in a tub of ice and water.

Procedures for assessing and recording children's achievements are useful. The evidence matches individual children's outcomes correctly, by using the Foundation Phase profile, as they develop within the setting. All practitioners complete daily assessments regularly and consistently. They discuss sensibly with the children what they need to do to improve their work. Practitioners record evaluations and discussions effectively every day in the new record booklets. However, they do not use these daily assessments consistently enough to target the next steps in individual children's learning.

The setting informs parents and carers regularly about their children's achievements. The daily dialogue between practitioners and parents and carers reinforces this. At the end of their time at the setting, a comprehensive booklet of pictures, work and interesting annotations is available to parents.

Care, support and guidance: Good

The setting offers positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group sessions successfully to encourage children to greet each other, to reflect on the feelings of others, to give thanks and to pray. They succeed in fostering values such as honesty, fairness and respect for each other and reinforce their importance daily. An effective example is the system of appointing daily helpers, offering valuable opportunities for all children to develop responsibility in turn. As a result, children are polite when eating snacks and serving milk and water around the dining table.

Effective arrangements exist to support children's health and wellbeing. These arrangements contribute well to their development and general wellbeing and support their learning successfully. The setting has robust arrangements for promoting healthy eating and drinking. As a result, children understand that fruit and vegetables are part of a sensible diet. Practitioners provide regular opportunities for children to recycle paper, cardboard, plastics and food. This develops their understanding of sustainability purposefully.

The setting uses positive behaviour strategies, which succeed in eliminating any form of harassment or oppressive behaviour. As a result, children are happy and safe in the company of adults and often ask for help and support without any concern. The setting is a safe environment and practitioners take good care of the children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

The setting records children's learning needs accurately when they join the setting, and during their time there. Practitioners review children's progress regularly and identify their starting points thoroughly by following the guidelines of the Foundation Phase profile. In this way, the setting targets children with additional learning needs effectively when necessary. Practitioners discuss these children with appropriate agencies in order to provide support as soon as possible to target their needs.

Learning environment: Good

The setting is an inclusive community in which all children have equal access to all areas of learning and equipment. Practitioners have a thorough knowledge of each child and their individuality is recognised successfully through daily discussions. Practitioners challenge children every day in a positive, caring and sensitive manner.

The setting promotes a positive ethos through its daily activities and the approach adopted by practitioners. Everyone places clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully by celebrating various festivals from around the world each year, such as the Chinese New Year and Diwali. The setting also uses dolls from different ethnic backgrounds effectively to promote cultural differences.

Resources are used purposefully to meet the requirements of the Foundation Phase and children's needs. Facilities have been places at child level and children are able to reach the equipment with ease. This succeeds in promoting their sense of responsibility, as they discuss books, use electronic tablets and dig in the outdoor area. As a result, a wide range of resources is used effectively in continuous activities, in focus tasks and in opportunities to enhance learning.

The building is of suitable quality, well-maintained and safe. Although the outdoor area is limited, it is used purposefully. It includes growing and planting areas and climbing equipment, bird tables and a mud kitchen. Practitioners also use the facilities in the local area sensibly, namely the park and the beach.

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

The leader has established a clear vision for creating improvements based on a sound understanding of the setting's needs. This gives a clear direction to the setting's work. The leader and experienced practitioners set high expectations for the provision on offer.

The leader monitors daily provision to ensure that it is interesting and entertaining for the children. She promotes new developments purposefully and encourages practitioners to make improvements in a supportive way. This has led to the effective use of the Foundation Phase profile, recording daily assessments in specific booklets for each child, and the successful development of the outdoor area.

The leader ensures that practitioners understand their roles fully and that they work each day as a team. Regular supervision and evaluation practices are well established. This system ensures that the best use is made of practitioners' expertise, especially when providing language patterns in the Welsh language.

Regular discussions and staff meetings enable practitioners to share information about the development of individual children effectively. Leaders have succeeded in creating an environment in which children and practitioners feel that they are valued, and therefore give of their best.

The management committee receives information about the setting's practices regularly from the leader. They meet to organise fundraising activities and monitor funding constantly. However, administrative processes are not rigorous enough and, as a result, there is no adequate record of the effectiveness of its work.

The setting focuses well on local and national priorities. It develops children's literacy, numeracy and ICT skills effectively, in addition to developing outdoor provision purposefully.

Improving quality: Good

A positive culture of self-evaluation permeates the setting's work, based on the local authority's quantitative system. The leader and her colleagues have established

consistent arrangements for monitoring children's standards and provision. Effective and knowledgeable co-operation on a daily basis, in addition to staff meetings, contributes successfully to this.

Self-evaluation takes purposeful account of the views of practitioners, children, parents and carers, the local authority and Mudiad Meithrin. The setting benefits from all this in terms of gaining a fuller picture of provision. As a result, the self-evaluation report identifies the setting's strengths purposefully and the development plan is effective in identifying areas for development.

The leader takes purposeful steps to maintain regular practices and to implement change through action plans. She and the management committee prioritise spending in line with actions that have been identified for improvement. Leaders have improved provision by adopting different strategies and receiving valuable advice from others, especially in developing the outdoor area.

Leaders are open to new ideas and willing to experiment with different ways of working. They are very receptive to new ideas that are suggested by the local authority's advisory teachers and Mudiad Meithrin. As a result, the advice on how to improve daily recording of children's achievements has had a positive impact on the quality of assessment. In addition, sensible use of the Foundation Stage profile has been successful in focusing on children's starting points and progress.

Partnership working: Good

The setting works regularly with partners to improve children's experiences and standards. The impact of strategic partnerships is robust, especially the strong links between the setting and parents, who work diligently to maintain the setting financially. The setting informs parents and carers regularly about all aspects of its work. Parents are encouraged to offer their own opinions on issues in order to improve the setting through questionnaires and regular discussions.

The setting has successful links with the village school. This supports children's transitional arrangements efficiently. Arrangements for transferring assessments and personal information are effective and beneficial to the children as they settle at the school. They also attend concerts and activities at the school and this prepares children well for their transition to primary education.

The setting uses community links effectively to support children's learning. This includes participating successfully in circus activities, the create club and musical performances. In addition, the setting works actively to support local and national charities and this fosters kindness and care among children.

The setting works sensibly with external agencies such as the local authority and Mudiad Meithrin. This positive relationship reinforces the setting's work and provides active support for training and useful management documentation. Practitioners work and liaise with a wide range of other partners, which makes an important contribution to improving provision. These include agencies that support the setting with first aid training, food hygiene courses, risk assessments, Foundation Phase training and child safeguarding training.

Resource management: Good

The leadership aims consistently towards improving all aspects of the setting's work by managing staff and resources effectively. They have succeeded in ensuring that the setting has enough qualified practitioners with comprehensive training.

The leader encourages practitioners to develop and share their professional knowledge successfully. She also enables practitioners to develop and share their professional knowledge purposefully. As a result, a positive learning community has been established, which has a culture of effective co-operation between practitioners and other partners.

Performance management systems are efficient and ensure interesting learning experiences and positive teaching practices. The setting manages resources creatively to support learning, and this includes the use of the hall for physical activities and the outdoor area for investigation and research.

Both the leader and the management committee have a clear understanding of the budget and the challenges associated with it for many years. They prioritise expenditure carefully and identify responsibilities and sensible timescales. They create constant improvements through discussing and funding plans for improvement purposefully. The setting ensures that the use of funding has a direct impact on provision and children's outcomes.

The setting provides good value for money because of effective provision and purposeful leadership.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses so far 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.	16	8 50%	8 50%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	16	12 75%	4 25%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	16	15 94%	1 6%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	16	11 69%	5 31%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	16	8 50%	5 31%	1 6%	0 0%	2	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	28%	1%	0%		
Teaching is good.	16	9 56%	6 38%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	16	11 69%	3 19%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		83%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	16	9 56%	6 38%	1 6%	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.	16	8 50%	7 44%	0 0%	0 0%	1	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.	16	6 38%	7 44%	0 0%	0 0%	3	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.	16	8 50%	5 31%	3 19%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	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.	16	10 62%	5 31%	0 0%	0 0%	1	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.	16	6 38%	6 38%	2 12%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	16	7 44%	3 19%	0 0%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	16	4 25%	9 56%	0 0%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	16	9 56%	6 38%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

Reporting inspector

Nicholas Jones

Reporting Inspector

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 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.