



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

A report on

**Cylch Meithrin Llangyndeyrn
Ysgol Gynradd Llangynderyrn
Llangyndeyrn
Llanelli
SA17 5BW**

Date of inspection: November 2015

by

**Mr Eifion R Morgan
Reporting Inspector**

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 Llangyndeyrn is located in Ysgol Y Fro in the village. Llangyndeyrn is a small rural village some 5 miles south of Carmarthen on the B4306 Pontyberem road.

The nursery opened in 2004 and is registered by the Care and Social Services Inspectorate Wales (CSSIW) to accommodate up to 10 children.

The nursery is open to children between the ages of two to four years of age. Children move on to the next phase of their education in the term prior to their fourth birthday.

Currently there are 10 children on role, of whom two children are aged three and are funded by the Early Years Development and Child Care Partnership. The setting is open on five mornings a week for 39 weeks of the year.

Children attending the nursery come from the village and from the surrounding villages and farms. More than half the children come from homes where Welsh is spoken. The nursery welcomes children with additional learning needs. None of the current children have been identified as having such needs and none are from an ethnic background.

There are two staff who are suitably qualified and experienced in working with young children. The current leader has been in post for three months and her assistant for a year.

The setting is overseen by a management committee and is registered with the Mudiad Meithrin

The setting was last inspected by the CSSIW in 2012 and by Estyn in May 2011.

Summary

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

Current performance

The setting's current performance is good because:

- all children settle quickly and are happy in the setting;
- the setting displays a warm, welcoming and inclusive ethos;
- all children behave well and show interest in their activities;
- the setting offers children a wide range of worthwhile and stimulating learning experiences;
- all children have valuable opportunities to learn about keeping healthy.;
- the quality of relationships between staff and children is very good and is based on mutual affection and respect.

Prospects for improvement

- the setting is well managed and practitioners work effectively as a team;
- staff have responded positively to advice and guidance which has a beneficial impact on children's outcomes and wellbeing;
- the setting has an appropriate developmental plan in place and staff are open to new ideas;
- the management committee is well informed and actively involved in supporting the setting;
- the setting provides good value for money.

Recommendations

- R1. Develop a system for assessing and recording children's achievements, particularly their skill development.
- R2. Use assessment information to plan the next steps in children's learning.
- R3. When appropriate, provide parents with information of what they can do to help their children improve.

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?

N/A

Standards: N/A

There is no report on children's progress, standards in their skills development and Welsh language. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Wellbeing: N/A

There is no report on children's wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Learning experiences offer a worthwhile range of interesting experiences for children that are well designed to motivate the children. Practitioners plan collaboratively and provide a broad and balanced curriculum with appropriate emphasis on play and learning through first hand experiences. For example, children sort Christmas objects by size into large, middling and small categories. However, planning does not always build systematically on children's skills, knowledge and understanding. As a result activities do not challenge all children consistently or extend the more able.

The setting provides children with effective opportunities to develop their literacy and numeracy skills. Children's listening and speaking skills are promoted well through activities, such as circle time and daily story sessions. Children learn to recognise their name through self-registration each morning and by recognising their place names prior to snack time. There are worthwhile opportunities for children to look at story books and printed words are highly visible throughout, such as words used to describe fireworks. Valuable opportunities are provided for children to make marks, such a using chalk on their chalk board outside and to follow outlines using felt tip pens on laminated sheets.

There is a strong focus on developing children's numeracy skills across the curriculum. Children count those present at morning registration and are beginning to recognise written numbers. Children, during physical activities, use different shape and coloured mats and these include circle, triangle, rectangle, and squares. Play activities in the toy shop focus on money and these highlight for children the use of money.

Suitable opportunities are planned for children to develop their physical skills - their fine motor skills through cutting and gluing activities and their gross motor skills through playing on their large movable toys.

Children have well designed opportunities to learn about living in Wales and Welsh culture through celebrating St. David's Day. Children dress appropriately and sample Welsh foods.

Teaching: Good

Practitioners work together very well as a team and have a secure knowledge and understanding of the Foundation Phase philosophy. They provide an exciting and stimulating learning environment that actively promotes children's involvement, participation and enjoyment. Staff actively encourage children to persevere and concentrate on their tasks. Well established routines ensure that children know what is expected of them and the morning is well paced with little, if any, free time.

Practitioners use praise effectively and manage children's behaviour very well and this contributes well to ensuring a happy, purposeful atmosphere in the setting.

Play activities are well designed to help children to learn through play and to practice new skills, such as clapping the beats in their name.

Both practitioners are very effective language models and Welsh is accepted naturally as the language of the Cylch. Practitioners use questioning well to develop children's thinking and converse with them naturally during play activities.

Practitioners know the children well and know their abilities. Documentation indicates that children's achievements are regularly noted and in some instances the next steps in children's learning identified. However, assessment does not always focus sufficiently on children's skill development and consequently the results of assessment are of limited use in planning the next steps in children's learning. Neither are the results used constructively to match tasks to children's ability and to provide sufficiently differentiated work to match children's needs.

Parents are very satisfied with their children's progress. Informal meetings and discussion with the staff keep them abreast with their child's progress. Parents are given only limited information as to how they might help their children improve their standards.

Care, support and guidance: Good

The setting has effective arrangements in place to support and promote children's health and wellbeing and to encourage children to take care of themselves. For example, practitioners encourage children to wash their hands before food and to put on their coats themselves before playing outside. The setting provides food and drink that encourage healthy eating and drinking. They have healthy foods at snack time and drink milk or water. Children are encouraged to take part in robust physical activities every day, such as riding their large toys.

Daily activities are well directed at fostering children's spiritual, moral, social and cultural development. The setting's rural location enables children to appreciate the countryside and take walks into the village. These are good opportunities for children to appreciate the natural world in which they live.

Snack time provides worthwhile opportunities for children to learn important skills such as co-operating and independence, sitting at a table and conversing with their friends.

The setting effectively develops children's values such as sharing, fairness and a sense of right and wrong. Children learn to take care of their learning resources and to tidy up after activities undertaken. Staff respect and value each child as an individual and this is reciprocated and shown in the good relationships that exist in the setting between adults and children.

Children, through studies of other cultures such as Divali, come to understand the world in which they live and the different customs.

Appropriate arrangements are in place for children to learn about the importance of recycling and composting unwanted foods.

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

There are no children present with additional learning needs.

Learning environment: Good

The setting has a warm, welcoming and inclusive ethos. Practitioners welcome children as they arrive showing care and concern for all children and ensuring that they settle down quickly. They have equal access to all activities. Staff encourage children to share and to develop tolerant attitudes towards each other.

The setting has two well qualified and experienced staff who are able to successfully meet the requirements of the Foundation Phase.

The indoor environment, though small, is secure and well maintained. Good use is made of the available space and wall displays celebrate children's work and create an attractive, stimulating display.

Resources are adequate and age specific. They are accessible to all children. Areas of learning are suitably designated and used consistently by the children. The setting uses the schools' outside facilities which include a secure yard for play. However, there is no immediate access to the outside for children but the setting use the outside daily if the weather allows. Children are always supervised.

The setting makes good use of the local environment to enrich children's learning experiences. For example, children visit the local village and this facilitated by using a path well removed from the main road.

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

The setting leader has been in post for three months and her colleague for the last year. Over the last three months they have developed a strong working relationship and established a very caring ethos in the setting. They share responsibilities for the day-to-day running of the sessions effectively and have built up a very positive and worthwhile relationship with parents and carers. They have high expectations of the children and these are achieved in practice. The setting is very well supported by the management committee and parents. There is a strong emphasis on achieving the best outcomes for the children in the setting.

Learning experiences are of a good quality and suitable for the age of the children. The setting provides children with worthwhile opportunities to develop their literacy and numeracy skills within a broad curriculum. There are regular and valuable opportunities for children to listen and respond, to look at storybooks and to begin to write. Children are encouraged to count and counting is incorporated in a wide range of activities.

A good and notable feature is the emphasis placed on children's speaking skills and this is facilitated in that both practitioners are fluent Welsh speakers.

The setting displays an effective self-critical attitude and staff are committed to improving the provision wherever possible. A great deal has been accomplished in the last three months with the beneficial effect on children's standards of achievement. Staff appraisal is done regularly and staff regularly attend professional training courses.

The setting implements national and local priorities, including the Foundation Phase curriculum and healthy eating initiatives. Appropriate policies and procedures are in place including those to ensure children's welfare and safety.

Improving quality: Good

Practitioners work together effectively sharing ideas on how to improve the provision on a day-to-day basis. Discussions, over the last three months, have led to changes that have a beneficial effect on children's standards and wellbeing. For example, reorganising the activity areas to make the best use of space and to make resources accessible to children.

Practitioners reflect regularly on the daily provision and discuss issues that arise during weekly meetings.

The setting regularly consults parents, both formally and informally, giving them useful opportunities to contribute their views and ideas. The setting benefits from and has implemented the valuable advice and suggestions provided by the local authority advisory teacher. As a result the setting is consistently improving the opportunities offered to the children.

The self-evaluation document is detailed and has correctly identified areas for development. Targets for improvement are realistic and an effective development plan is in place. The plan includes good emphasis on developing children's literacy and numeracy skills.

Partnership working: Good

The setting has a worthwhile range of partnerships that benefit the children and make an important contribution to their standards and wellbeing.

There is a close partnership with parents and carers. The setting actively encourages parents and carers to feel welcome when they bring their children in the morning. Parents have good opportunities to talk with the staff and appreciate the caring and supportive ethos reflected in the setting. Parents also play an active role in fund raising activities.

The setting occupies a room in the primary school and this facilitates the close working relationship that exists. Children feel part of the school and its activities and benefit from using the school facilities, such as the yard for physical activities and role play.

The links with the local authority support teacher is very beneficial and has substantially enhanced the work of the setting. There are also worthwhile links with the Mudiad Meithrin development officer. There are developing links with the local community and the setting has safe access to the village.

Resource management: Good

The setting has sufficient qualified and experienced staff and resources to ensure children's learning. Performance management arrangements are in place and practitioners have suitable opportunities to attend professional training courses.

Staff work together well as a team and share the aims of the setting of delivering the best learning opportunities for the children.

Staff and the officers of the Management Committee keep the budget under close review. They prioritise spending according to the setting's educational needs and use funds efficiently to ensure that the setting remains sustainable.

In view of the quality of learning opportunities provided for the children, the care and support offered, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector:

Mr Eifion R Morgan	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.