



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

A report on

**Cylch Meithrin Mynydd Llandygai
Ysgol Bodfeurig
Tregarth
Bangor
LL57 4RN**

Date of inspection: March 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

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.wales

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

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2017: 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: 09/05/2017

Context

Cylch Meithrin Mynydd Llandygai is a Welsh-medium setting. It meets in a room at Ysgol Gynradd Bodfeurig, near Tregarth in Gwynedd. The setting is open four mornings a week and there are three practitioners.

The setting's registration allows it to admit up to 12 children at any given time, and it admits children between two and a half and three years old.

Nearly all children are from a white British background and a few speak Welsh as their first language. Currently, there are very few children with additional learning needs.

The leader took up her post in September 1998. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in September 2013 and by Estyn in March 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:

- Practitioners plan a broad and balanced curriculum, which improves children's learning
- Practitioners' high expectations ensure a consistent challenge for children
- Practitioners work together purposefully
- Provision for the Welsh language is effective
- Practitioners' watchful care creates a successful learning environment
- There is obvious trust between adults and children
- Learning areas and resources engage children's interest and motivation purposefully

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader sets a clear direction for daily and long-term work
- Regular self-evaluation systems lead to setting operational targets
- Practitioners are keen to benefit from relevant training
- The leader makes effective use of external agencies, such as the local authority and Mudiad Meithrin
- The management committee ensures consistent support
- It has purposeful partnerships with parents, carers and the local school
- Leaders make successful use of funding and grants to make improvements to provision and the building

Recommendations

- R1 Improve planning to develop children's physical skills outdoors
- R2 Use daily assessments more effectively to target the next steps in individual children's learning
- R3 Teach children effectively about the world's different cultures

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 outcomes?	n/a
---	------------

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 without identifying individual children.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The leader and practitioners provide an interesting curriculum that reflects the ethos of the Foundation Phase successfully. They plan useful learning experiences, which target children's needs and interests sensibly. An effective example is the purposeful use of the local area when learning about farm animals.

Practitioners work together consistently to provide exciting and interesting activities for children to develop as independent learners, particularly inside the building. They encourage children to learn practically by role-playing in the cafe and investigating the features of marine plants and different shells with magnifying glasses.

All practitioners discuss the progress of individual children in regular meetings, and organise themes and activities based on this. They provide suitable opportunities for children to express their personal ideas to develop activities further. This includes scribbling shapes and marks independently on an outside wall with chalk, and listening attentively to different sounds on a compact disc. These types of activities add positively to children's daily enthusiasm as they learn through play.

The setting plans conscientiously to develop children's literacy, numeracy, information and communication technology (ICT) and thinking skills increasingly. Literacy and numeracy tasks are prominent in all areas of learning and challenge children to perform at their best consistently. Good practical examples of this are the opportunities for children to create octopus tentacles from dough and discuss filling and emptying buckets of sand to build castles.

Provision to develop ICT skills is purposeful. The setting provides good opportunities to use a range of equipment, such as cameras, compact disc players, computers and electronic tablets. All practitioners challenge children effectively and use Welsh educational software to develop their early ICT skills.

Practitioners focus appropriately on developing children's physical skills. However, although practitioners provide opportunities for them to climb on adventure equipment and play energetically on the playground, these activities have not been planned thoroughly to develop children's physical skills purposefully.

The setting's provision to develop the Welsh language is very beneficial for the children. Practitioners are good language models. They support children who are beginning to learn the language successfully. Practitioners encourage children to use the language as much as possible through interesting activities. They challenge and question children regularly in the learning areas, and their thoughtful questioning motivates children to respond enthusiastically. Many children respond with familiar words and phrases soon after starting at the setting. As a result, most children's understanding of the language is developing effectively.

The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating St David's Day and St Dwynwen's day, discussing the weather in the Snowdonia mountains nearby, making soup and baking cakes.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences. Experiences include visits to the village and local farms. Visitors such as dental hygienists, farmers and recycling officers teach children purposefully about the roles of people in their community.

Teaching: Good

All practitioners have up-to-date knowledge of child development. They are knowledgeable about the requirements of the Foundation Phase and work together effectively.

Practitioners have high expectations for all children and challenge them regularly through focus tasks and continuous activities. They know when to intervene purposefully in children's experiences and play in order to stimulate them and motivate them to succeed. As a result, practitioners ensure that children have a high level of motivation and that they have a keen desire to improve their work. This can be seen as children persevere to create a sea scene in a bottle with seaweed, glitter, shells, oil, water and food colouring.

Practitioners understand the importance of providing a wide range of opportunities to learn through play. A good example of this is opportunities for children to experiment by mixing water and sand to build a wall out of blocks in the construction area.

Children are encouraged regularly by all practitioners to take part in various activities. They use questioning purposefully to develop children's thinking and communication skills. This is done when discussing the features of seaweed collectively, deciding on the capacity of a bucket of sand in pairs, and completing jigsaws independently.

Practitioners manage children's behaviour positively and safely. This encourages children's participation and enjoyment successfully in all activities.

Procedures for assessing and recording children's achievements are useful. Evidence corresponds correctly with individual children's outcomes by using the Foundation Phase profile as they develop at the setting. All practitioners record daily assessments, in the new record books, regularly and consistently. They discuss sensibly with children what they need to do to improve their work. However, they do not use 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. Daily dialogue between practitioners and parents and carers reinforces this. At the end of their time at the setting, an informative report is available to parents.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group discussions purposefully in order for children to consider each other's feelings. This fosters values such as honesty, fairness and respect towards each other successfully.

Practitioners provide valuable opportunities for children to think, discuss feelings, say thank you and pray. This creates a reflective environment as children sit to listen to stories, become quiet when interpreting sounds on a compact disc and say thank you for their food. As a result, children take turns politely when washing their hands and lining up for dishes before eating and drinking snacks. They drink milk and water carefully around the food tables and share fruit and biscuits in a friendly manner. This system provides valuable opportunities for all children to shoulder responsibility during snack time.

There are efficient arrangements to support children's health and wellbeing, and the setting operates an effective system to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise contribute to a sensible lifestyle. Practitioners provide regular opportunities for children to recycle paper, card, plastic goods, tins and to compost food. This develops children's understanding of sustainability effectively.

The setting uses positive behaviour strategies that eliminate any type of disruption or oppressive actions. The setting is a safe environment with the doors locked and the outdoor area on the school grounds enclosed. Practitioners take good care of the children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's learning needs thoroughly when they join the setting and during their time there. Practitioners review children's progress regularly and identify their starting points rigorously by following the guidelines for the Foundation Phase profile. By doing so, the setting targets children with additional learning needs effectively, when necessary, particularly children who have speech difficulties. Practitioners discuss these children with appropriate agencies in order to provide them with support as soon as possible to target their needs.

Learning environment: Good

The setting is an inclusive community in which all children are given equal opportunities to access all areas of learning and all equipment. Practitioners have a rigorous awareness of each child and their individuality is recognised successfully through daily discussions. Practitioners challenge and support children daily in a positive, careful and sensitive way.

The setting promotes a positive ethos through its daily activities and the attitude that is adopted by practitioners. In general, everyone places an appropriate emphasis on recognising, respecting and celebrating diversity. They celebrate the Chinese New Year each year. However, the setting does not teach children about different festivals and cultures around the world effectively enough.

The setting uses resources successfully, on the whole, to meet the requirements of the Foundation Phase and children's needs. A wide range of interesting resources is used effectively in continuous activities and focus tasks to enrich learning. Resources are accessible to all children and promote their sense of responsibility purposefully. The setting has enough ICT resources to develop children's skills successfully.

The building is of suitable quality, is well-maintained and safe. The school grounds and outdoor resources are available to the setting, which include growing and planting areas, climbing equipment and a playground on which children can run around and drive tractors, and they are used effectively. Practitioners also use the local area's facilities sensibly, namely the villages and nearby farms.

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

Leadership: Good

The setting's strategic objectives, plans and policies focus purposefully on ensuring effective provision. This meets children's needs and promotes their achievements successfully. The leader manages a team of dedicated practitioners fairly and she has high expectations in terms of practitioners and children. She succeeds in encouraging them towards improvement in positive, sensible and supportive ways.

The leader is experienced and guides the setting's daily and long-term practices in a positive direction. This promotes and maintains improvements successfully. The leader's vision ensures that planning, teaching and learning are effective.

The leader uses relevant information about the setting to stimulate improvements to provision. This has recently included developing assessment practices to identify individual children's starting points by using the Foundation Phase profile. She focuses on recording daily assessments in the local authority's booklets and making beneficial changes to the building to comply with wellbeing requirements. She also focuses conscientiously on national priorities, such as developing literacy and numeracy strategies, to improve children's skills.

The leadership, which includes the management committee, ensures that provision for children is interesting and purposeful. The committee ensures that practitioners understand their roles in full and work together daily as a team. Regular supervision and evaluation practices are well-established. This system ensures that the best use is made of practitioners' expertise, particularly when providing rich vocabulary and language patterns in Welsh. Practitioners' different roles and responsibilities are defined purposefully through annual evaluations.

The management committee receives information about the setting's practices regularly from the leader. They meet to organise activities and monitor funding regularly. The management committee challenges the setting appropriately to maintain consistent practices and develop the areas for improvement further.

Improving quality: Good

Self-evaluation gives sensible consideration to the views of practitioners, parents and carers, the local authority and Mudiad Meithrin, by using questionnaires and conducting regular discussions. This benefits the setting and ensures a complete picture of provision and management systems. The local authority's quantitative system forms an effective bridge between the self-evaluation and the development plan. As a result, the self-evaluation report identifies the setting's strengths purposefully and the development plan identifies areas for development effectively.

A positive culture of self-evaluation permeates all of the setting's work, which begins each year from the local authority's quantitative system. The leader and her colleagues have established consistent arrangements to monitor children's standards, provision and their roles over specific periods during the year. This effective and conscientious co-operation, in addition to practitioners' discussions and meetings, contribute to the process successfully.

The leader and management committee are open to new ideas and willing to experiment with different ways of working. They are willing to accept new ideas from the local authority's advisory teachers and Mudiad Meithrin. As a result, advice on how to improve the daily records of children's achievements has a positive effect on the quality of assessment. In addition, sensible use of the Foundation Phase profile focuses purposefully on children's starting points and progress.

The leader takes robust steps to maintain regular systems and implement changes through operational planning. She and the management committee manage spending priorities in line with actions for improvement. This is done successfully by adopting different strategies and receiving valuable advice from others. Recent examples of this are developing the room and learning areas, and using grants from external agencies to benefit the children.

Partnership working: Good

The setting has a suitable range of effective strategic partnerships. It works successfully with partners to improve provision and children's standards and wellbeing.

Practitioners take active steps to include parents and carers in the setting's life. Practitioners inform them regularly about all aspects of the setting's work. They are encouraged to express their opinion on issues to improve the setting through questionnaires and regular discussions.

As the setting meets at the school, it has very positive links with it. The setting joins in with activities at the school, such as a recent exhibition of birds of prey. The nursery class teacher visits the setting and children visit the school's nursery class.

This supports the children's transition arrangements well. Arrangements for transferring personal information and assessments are effective and beneficial to the children as they familiarise themselves with the school.

The setting works purposefully with external agencies, such as the local authority and Mudiad Meithrin. This reinforces the positive partnership that exists, and these organisations support practitioners' documentation and training effectively.

The setting's links with the community support children's learning successfully. This includes community events to raise money and beneficial support when submitting bids for relevant funding and grants. In addition, the setting supports local and national charities, which fosters tenderness and care among the children.

Practitioners work and forge links with a range of other partners who make important contributions to improving provision. These include agencies that provide training in first aid, food hygiene courses, risk assessments, the Welsh language, Foundation Phase developments and child protection.

Resource management: Good

The leader and management committee focus directly on improving all aspects of the setting's work. This is done by deploying practitioners' intelligently and allocating resources effectively. They ensure that the setting has enough qualified practitioners who have had relevant training to meet children's needs.

Purposeful leadership practices enable practitioners to develop and share their professional knowledge successfully. As a result, a positive learning community has been established, which has a culture of effective co-operation between practitioners and partners.

Performance management systems are efficient and ensure purposeful learning experiences and positive teaching practices. The setting manages resources creatively to support learning. This includes changing the layout of the room occasionally to inspire children as they apply themselves to different themes.

The leader and management committee use the budget and grants purposefully. They prioritise expenditure against targets in the development plan effectively. There is careful expenditure, and responsibilities and sensible timelines are identified. The committee makes frequent improvements by discussing and prioritising expenditure purposefully, such as the new wellbeing room. Leaders ensure that use of funding has a direct effect on provision and children's outcomes.

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

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 2

The reporting inspector

Mr 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.