



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

**A report on**

**Cylch Meithrin Nant Dyrys  
Ysgol Gynradd Gymraeg Ynyswen  
Clinic Road  
Ynyswen  
Treorchy  
CF42 6ED**

**Date of inspection: June 2016**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Cylch Meithrin Nant Dyrys is a Welsh-medium setting that is situated in a purpose-built cabin on the field at Ysgol Gynradd Ynyswen in Rhondda Cynon Taf local authority. Children who attend the setting come from the village of Ynyswen and the nearby area. The setting is open to children aged between two and four years for five mornings a week.

The setting is registered to admit up to 24 children. There are 21 children on roll, and four of them receive early years education that is funded by the authority. English is the main home language of the majority of children. At present, there are a few children at the setting who have additional learning needs.

There are four members of staff at the setting, including a full-time leader and two members of staff who are employed under a job creation scheme. The leader has been in post since September 2000.

The setting was inspected by the Care and Social Services Inspectorate Wales (CSSIW) in October 2014 and by Estyn in June 2010.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- The setting is a warm, caring and supportive community
- Practitioners plan a wide range of stimulating learning experiences that engender the children's interest and curiosity
- Practitioners make effective and creative use of the learning environment, especially the outdoor area, to reinforce the children's learning
- The children's behaviour is good
- The setting has beneficial provision for developing children's numeracy skills
- The setting makes purposeful use of visits in the community and visitors to extend and enrich the children's learning
- Practitioners encourage children to be independent learners

### Prospects for improvement

Prospects for improvement are good because:

- Leadership is effective and robust
- Practitioners work well together as a team and undertake their roles conscientiously and effectively
- The setting's self-evaluation arrangements identify the appropriate areas to be developed
- There are purposeful systems in place in order to plan for improvements
- The setting makes good use of training in order to improve children's learning experiences
- There is a beneficial partnership between parents and practitioners that supports children's learning successfully
- A wide range of other partnerships contribute effectively to children's achievements and wellbeing

## Recommendations

- R1 Use assessment effectively to plan activities that meet all children's needs, especially those who are most able
- R2 Plan in a co-ordinated way in order to develop children's oracy skills in Welsh
- R3 Develop the role of the management committee to evaluate and monitor the setting's work effectively

### **What happens next?**

The setting will produce an action plan to show how it will address the recommendations. The local authority will monitor the setting's progress.

## Main findings

### Key Question 1: How good are outcomes?

#### Standards:

#### Wellbeing:

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

### Key Question 2: How good is provision?

**Good**

#### Learning experiences: Adequate

The principles of the Foundation Phase are reflected effectively in the quality of most of the learning experiences that the setting provides. Planning is detailed and flexible, and is based on suitable themes that enable practitioners to provide a wide range of stimulating activities. These activities gain the children's interest and promote their desire to learn. There are good opportunities for children to develop their thinking, enterprise and experimenting skills with new experiences by developing as independent learners. By planning on a fortnightly basis, practitioners give appropriate consideration to the children's interests. However, planning does not build systematically and coherently enough on previous knowledge and understanding and the children's oracy skills. As a result, activities do not always meet the requirements of all individuals, especially those who are more able.

Provision for developing children's literacy and communication skills is satisfactory. Effective use is made of stories, songs and rhymes to reinforce the children's oracy skills. The majority of them understand simple instructions and use a few Welsh words in their everyday play, for example when discussing the weather. However, practitioners do not make regular enough use of Welsh and, as a result, children's oracy skills are not developing as effectively. There are purposeful opportunities for children to handle reading books and identify their names when self-registering. Valuable experiences are provided for children to practise their early writing skills, for example when marking a snack register and decorating an ice lollipop.

Practitioners develop children's numeracy skills well by providing regular opportunities to count, sort and match, for example when counting fish in the pond and handling money in the seaside shop. Practitioners provide good opportunities to develop children's information and communication technology (ICT) skills as they use listening equipment to follow instructions and sing together. Children have beneficial opportunities to develop their physical skills through regular dance sessions and their creative skills through role-play in the seaside area. Valuable use of visitors such as the fire officer and visits to the local shop to order cards enrich children's learning experiences and make them confident learners.

Provision to expand children's understanding and knowledge of other cultures is developing effectively through the introduction of celebrations such as the feast of Hanukkah and providing a wide range of resources.

The setting provides good opportunities to celebrate Welsh traditions and celebrations through activities such as cooking 'cawl' on St David's Day and singing nursery rhymes every day.

### **Teaching: Good**

Practitioners work well as a team and each practitioner has a good understanding of the requirements of the Foundation Phase. They understand how children develop and use this knowledge as a basis for realistic expectations of children's attainments. The setting has established beneficial daily practices to ensure that children settle quickly at the beginning of sessions and feel safe and comfortable at the setting. Children's behaviour is managed effectively in a very sensitive and positive way by all practitioners.

The range and quality of practitioners' teaching methods are robust. They are beginning to make effective use of open-ended questions to extend children's thinking skills. Children receive valuable opportunities to make decisions and choices about their learning when choosing what to do in the outdoor area. This develops their independence and self-confidence well. Practitioners plan sufficient time for children to become engrossed in their play, and allow them to experiment and investigate before intervening.

Provision for developing numeracy skills is a strong feature of teaching. As a result, many children develop these skills very effectively by counting and identifying numbers up to five when role-playing in the shop. They also use mathematical language such as full and empty correctly when filling containers with pasta. Provision for developing children's early reading and writing skills is effective. However, provision for developing children's oracy skills is not effective enough as practitioners do not model the Welsh language in a polished enough way.

Practitioners assess children's progress regularly by observing and recording what children achieve. They use the information to form a clear picture of what each child does in order to determine the next steps in their planning. There are regular opportunities for parents to discuss their child's progress through informal discussions, and comprehensive reports are provided at the end of the year.

### **Care, support and guidance: Good**

Constructive use of pre-school health education programmes give good attention to developing children's awareness of the importance of living healthily. Children receive beneficial opportunities to learn about staying healthy through hygiene, eating and drinking healthily and daily physical activities. For example, children wash their hands before eating and brush their teeth independently every day. Daily arrangements for recycling paper develop children's understanding of the importance of sustainability.

Learning experiences promote children's personal and emotional development effectively, including their spiritual, moral, social and cultural development. For example, children develop important social skills when responding to instructions and say thank you for their food as part of their daily routine. They say a prayer before their snack to create a calm atmosphere. Practitioners discuss feelings with children sensibly and encourage them to take turns and share successfully. Children's curiosity about their own lives and beliefs and those of others is developed successfully through celebrations, stories, music and role play.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting has effective and thorough systems for supporting children with additional learning needs, including ensuring support from local services and agencies.

### **Learning environment: Good**

The setting is a caring community with a familial atmosphere and this contributes significantly to towards the children's wellbeing. Induction arrangements, as well as daily contact with parents and carers, ensure that children are happy and settle very well. This is a strong feature of the provision. All children are appreciated and practitioners show respect for their ideas and interests. All children are treated fairly and respected well as individuals.

It is an inclusive community that ensures equal access to all resources and the stimulating learning activities. Practitioners encourage children to think of those who are less fortunate than themselves sensibly. There is a valuable emphasis on recognising, respecting and celebrating diversity and the setting provides good opportunities for children to begin to understand about various cultures, for example by using instruments to play together with worldwide music.

The building and resources are of a very good standard and the setting provides a safe place for children to learn. As a result, it is a learning environment that is attractive and exciting. Resources are within children's reach and match their needs well. Creative use is made of the outdoor area. This provides valuable opportunities for children to explore and experiment as well as develop their literacy, number and thinking skills and their physical skills well. The colourful displays show respect for children's work.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting provides robust and effective leadership, which has a particular focus on providing rich learning experiences and ensuring children's wellbeing. The experienced leader has a clear vision for developing a stimulating and happy environment. All practitioners are aware of the vision and share agreed values, objectives and aims successfully. This is an obvious strength at the setting. Staff work effectively as a team in order to promote a caring ethos and raise children's standards successfully.



A robust management structure has been established and practitioners' duties are defined clearly. The leader shares a few specific management aspects with the deputy leader and she undertakes these responsibilities effectively. The leader includes all staff when planning activities and this ensures the best use of their expertise. The leader ensures that all staff focus well on children's needs in order to provide stimulating and motivating experiences.

Procedures for evaluating and managing practitioners' performance annually are effective and lead to purposeful training that meets the development needs of individuals and the setting. For example, recently, practitioners have attended beneficial training in order to enable them to use new procedures for recording and tracking pupils' progress. This is beginning to have a positive effect on practitioners' ability to identify the needs of different groups of children.

Members of the management committee fulfil their duties appropriately. They are supportive and receive oral reports from the leader about the work of the setting. However, these arrangements are too informal. As a result, they are not aware enough of the areas that need to be developed when monitoring progress against the setting's improvement plans.

The setting gives good consideration to national priorities, including planning rich activities that develop children's ICT skills.

### **Improving quality: Good**

The leader knows the setting well. She has a sound awareness of the strengths in addition to a strategic understanding of the areas that need to be developed further. With the co-operation and support of practitioners and parents, she has established robust processes and procedures. These are used appropriately in order to evaluate provision and the standards achieved by children. Practitioners review the quality of provision regularly and make adjustments when necessary. For example, they have been very creative in recycling resources in order to create useful outside areas. They use these resources effectively in order to develop children's numeracy skills through sensory and musical activities. Practitioners consult regularly with parents and children about ideas for improvements and in order to plan appealing activities.

The self-evaluation report is detailed and accurate. The local authority's evaluations are used appropriately in order to pay suitable attention to provision in addition to what the children succeed in doing well. This provides a comprehensive overview of the setting's strengths and the areas to be developed. However, the leader does not make regular enough use of direct observations when evaluating teaching.

The setting's current action plan is based robustly on areas that need to be improved and there is a direct link with the self-evaluation report. The plan includes relevant costs, in addition to practical timetables and success criteria. It is a concise plan that is easy to understand and all staff are aware of the priorities that they are working towards. As a result, the setting has effective systems to plan for improvements. A clear focus is placed on raising children's standards, especially in their numeracy skills and their ability to work independently.

### **Partnership working: Good**

The setting has developed a wide range of partnerships that contribute beneficially to children's achievements and wellbeing. One of the setting's strengths is the strong partnership with parents and carers. The leader provides relevant information for them through the noticeboard, social websites, daily personal contact and a comprehensive newsletter that outlines the setting's themes. The setting shares information effectively with parents about their children's progress and how to give them support at home, for example support with Welsh. There are valuable procedures to introduce new children to the setting, which ensure that they settle in well.

The productive relationship with the local authority's advisory teacher and an officer from Mudiad Meithrin ensures that the setting plans interesting activities. Practitioners take advantage of effective partnerships with other groups and share their ideas and good practice in open days.

There are good transition arrangements with the local school on the site and with nearby schools. This prepares the way well for children to move on to the next stage in their education. Transition arrangements for children who have additional learning needs are very successful.

Practitioners make beneficial use of appropriate community links to support children's learning. For example, visits by a nurse, the road crossing officer and a fire officer help children to learn about keeping safe locally.

The setting co-operates closely with the Step by Step scheme and the Jobs Growth Wales scheme to provide relevant opportunities to train students that follow child care courses.

### **Resource management: Good**

The leader manages practitioners and resources effectively. All staff have suitable qualifications and experience of working with young children and they co-operate successfully as a team. The setting focuses well on increasing staff's knowledge, understanding and professional skills through an effective evaluation system. This includes beneficial training opportunities. For example, numeracy training and number resources have been useful in helping children to count and identify numbers more effectively. The best use is made of staff's expertise and experience. For example, practitioners have shared their expertise on the development of children's speech and language development after receiving training by the language therapist team. The effect of training has helped to improve the oracy skills of some of the children who needed it.

The setting has created an exciting learning environment and shares its good practice in terms of provision with other settings. This learning environment stimulates the children and promotes their desire to learn. The leader prioritises financial issues sensibly and focuses expenditure on the setting's priorities successfully.

Considering the good quality of resources, the stimulating provision and robust leadership, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaire

Denotes the benchmark – this is a total of all replies to date 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.	9	9 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	10 100%	0 0%	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.	9	9 100%	0 0%	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.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	10	7 70%	3 30%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	10	10 100%	0 0%	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.	10	9 90%	1 10%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		77%	23%	0%	0%		
My child is safe at the setting.	10	10 100%	0 0%	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.	10	8 80%	2 20%	0 0%	0 0%	0	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.	10	9 90%	1 10%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	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.	10	9 90%	1 10%	0 0%	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.	10	7 70%	3 30%	0 0%	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	6 60%	4 40%	0 0%	0 0%	0	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.	10	7 70%	3 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The inspection team / reporting inspector – delete as appropriate

Gwenda Lloyd Roberts	Reporting inspector
Dyfrig Ellis	Team inspector

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.