



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Cylch Meithrin Pencoed  
The Old Clinic  
Penprysg Road  
Pencoed  
CF35 6SS**

**Date of inspection: June 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:

<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

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

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW..or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

**Publication date 14/07/2015**

## Context

The Cylch Meithrin is located in a recently renovated building in Pencoed. Pencoed is a small town some four miles from Bridgend. The setting is a registered member of the Mudiad Meithrin and provides Welsh medium education for children in Pencoed and the surrounding villages. The setting is open on five mornings of the week between 9.15 a.m. and 1.15 p.m. for 39 weeks of the year.

The setting is registered to take up to 36 children per session. Currently there are 68 children aged between two and four years on the register, of whom 31 are aged three years and 20 of these are funded. During the inspection 17 three year olds were present, of whom 14 were funded.

Almost all children come from homes where English is the home language, although about half come from homes where one parent is Welsh speaking. Very few children have been identified as having additional learning needs.

There are 5 full time members of staff. All are suitably qualified and experienced in working with young children. Most of the staff have worked together for many years.

The setting was last inspected by the Care and Social Services Inspectorate for Wales (CSSIW) in March 2015 and by Estyn in May 2009.

## 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:

- all children make good progress during their time at the setting and achieve well;
- most children's Welsh language skills are developing well;
- practitioners plan a wide range of exciting learning experiences for the children;
- good opportunities are provided for children to develop their self-confidence and independence;
- all children have a good attitude to learning;
- the quality of relationships between practitioners and children is outstanding and based on mutual affection and respect;
- effective arrangements are in place to ensure children's wellbeing;
- the setting is a caring, supportive community.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the leader is highly focused on ensuring that all children achieve the best possible standards;
- all practitioners work well together with a sense of purpose;
- practitioners make good use of training and advice to improve the learning experiences offered to the children;
- the management committee is very supportive of the setting;
- finances are well managed and the setting provides good value for money.

## Recommendations

R1. maintain the present standards and improve them where possible.

R2. use the results of assessment in planning so as to ensure that tasks are well matched to children's ability and challenges them.

### **What happens next?**

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
---	-------------

### **Standards: Good**

All children make good progress during their time at the setting and achieve well. These children have a good recall of previous learning and are developing imaginative thinking skills enabling them to tackle problems and to apply their knowledge and understanding in new situations.

All children listen well and are eager to respond. During circle time children listen attentively to questions asked by practitioners and respond appropriately in the Welsh language. Nearly all children's Welsh language skills are developing well. A few children use Welsh words and phrases independently.

The majority of children have a good basic vocabulary and answer questions posed by the staff, using Welsh words and phrases. Almost all children join in enthusiastically with class songs and particularly like action songs.

Most children are sufficiently confident to describe what they are doing, such as during physical activities. Most children handle a range of small tools confidently and are beginning to write using crayons and pens.

Many children enjoy listening to stories being read to them and are beginning to follow the words in the story. Most children are confident in counting objects which they do accurately, many to 20, such as when counting the number of children present during registration. Many have a developing mathematical vocabulary using terms such as "big" and "small" in their play. They match shapes accurately, such as when matching three dimensional shapes, including triangles, circles and squares.

Children's information and communication technology skills (ICT) are developing well and several children select to work on their computers when given free choice. They are beginning to move the screen icons appropriately.

All children enjoy physical activities both during class activities and during free play outside. Children display good balancing skills and use exercise toys confidently.

### **Wellbeing: Good**

All children enjoy coming to the setting and are eager to become involved. They are happy to meet up with their friends and play together, sharing equipment and toys. Children are familiar with the setting's routines and know what is expected of them and behave accordingly.

All children are well motivated to learn and persevere on tasks for substantial periods of time. All children show good attitudes to learning and are confident learners. All children behave well, and are courteous and considerate of others. Their personal and social skills are well developed. They share and take responsibility, for example when tidying up after activities.

Many children have an appropriate awareness of the importance of exercise, for example replied when questioned “that exercise keeps you fit and makes you strong”. Children understand the need to wash their hands before eating and the importance of cleaning their teeth.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

**Learning experiences: Good**

Learning experiences are planned collaboratively, taking good account of children’s interests. Planning is detailed and includes focused tasks and continuous provision. All areas of the Foundation Phase curriculum are incorporated in the planning with appropriate emphasis given to the development of children’s communication, numeracy and ICT skills. Planning includes regular opportunities for children to make choices and to work independently.

Provision for developing children’s Welsh language skills is very good. Practitioners use incidental Welsh regularly in discussion with the children. Practitioners make every effort to use the language when talking with children and this results in children’s Welsh vocabulary developing well. Songs and rhymes are well used to consolidate the language and Welsh signage and labelling is evident in the classroom.

The setting provides the children with worthwhile opportunities to develop their communication, numeracy and ICT skills. Children learn to recognise their names on their cloakroom tags each morning. They have opportunities to read with the staff and this enables them to begin to recognise words. A strong focus is put on developing children’s numeracy skills. Counting is an integral part of daily activities, be it in counting the number of children present or in counting objects during their focused activities. There are good planned opportunities for children to develop their ICT skills.

Children have appropriate opportunities to learn about Welsh culture and traditions through celebrating St. David’s day and by making visits to the locality. The setting makes appropriate use of visits and visitors to enrich children’s learning.

## **Teaching: Good**

The quality of relationships between all practitioners and children is outstanding. There is a feeling of mutual affection and respect between adults and children and children are shown as commendable level of affection. Children know where and when to seek help if necessary.

Practitioners have high expectations of all children and this is very largely achieved in practice. Practitioners provide highly effective support for children and this helps them achieve well and make consistently good progress.

A notable and good feature of the teaching is that sessions proceed at a good lively pace that ensures that children are actively involved and suitably motivated. Practitioners are sensitive to children's needs and intervene when appropriate.

Overall, there is a good balance between adult –directed and child-selected activities. There are worthwhile opportunities for children to work independently and to develop their thinking skills. Practitioners are good language role models and use questioning purposefully to extend children's thinking skills.

Planning for children's learning provides effective opportunities for children to develop their literacy, numeracy and ICT skills. There are daily opportunities for children to develop their listening and speaking skills, for example during circle time. Children have useful opportunities to look at books and to follow stories. Number work is included in a full range of activities and to develop children's mathematical language.

Practitioners know the children well and they assess and record their progress accurately and effectively. Careful records are kept of children's achievement, such records are confirmed and dated and added to the individual child's profile record. Productive use is made of this information when planning group tasks. However, the next steps in individual children's learning are not always identified and individual tasks not always well matched to children's ability and prior attainment.

Parents are kept well informed about their child's progress through informal and formal meetings and written reports. A particularly good feature is the system in place to inform parents of their child's progress and what they can do to help them improve.

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

Arrangements for children's care, support and guidance impact successfully on children's standards and wellbeing. Effective arrangements are in place to encourage children to eat and drink healthily and to take regular exercise.



Day-to-day learning experiences successfully promote children's spiritual, moral, social and cultural development. Snack time is a valuable social occasion that reinforces good personal habits. Children are encouraged to take responsibility, to share and to respect each other. Personal hygiene is highlighted with children washing their hands before eating and after visiting the toilet.

Practitioners have clear expectations of the children in terms of behaviour and these are realised in practice. Children know the difference between right and wrong and learn to share, and respect each other. Children through studies of, for example the Chinese New Year, learn about other peoples and this encourages curiosity about the world at large.

The setting is a safe, secure establishment. Doors are kept locked and children are appropriately supervised. Risk assessment is undertaken regularly. Practitioners have attended relevant child safeguarding course. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

There are appropriate arrangements in place to support children who have additional learning needs. The setting has access to services of specialist agencies to help practitioners address specific needs.

### **Learning environment: Excellent**

The setting exudes a welcoming and happy ethos where children are well respected as individuals. All children are greeted fondly by practitioners and they settle down quickly. This is an inclusive community in which all children have equal access to all learning experiences. Practitioners know the children well and they are sensitive to and react to their needs. Children are shown affection and support. Practitioners use positive behaviour strategies that contribute effectively to developing children's understanding of good behaviour.

The setting has an outstanding supply of good quality learning resources which are imaginatively used to support the learning and teaching. This includes play equipment to encourage children to take physical exercise and to play independently and in groups. There are well designed areas for imaginative play and areas for focused activities, such as counting the number of flowers collected. There are purposefully designated areas for role play which suitably encourages children to think imaginatively and to talk and play together. Overall, children enjoy these experiences and they make an excellent and highly effective contribution to children's learning. The accommodation is of a high standard and space used effectively to provide learning areas to support the teaching. The outside area is immediately accessible to children and comprises high quality resources and activity areas. Attractive displays support children's learning.

<b>Key Question 3:How good are leadership and management?</b>
---

<b>Good</b>
-------------

**Leadership: Good**

The setting is well led and managed by an experienced leader who is effectively supported by her deputy. Staff work successfully as a team and all share the objective of providing the best possible provision for the children. The leader has high expectations of her staff and these are very largely met in practice. The leader promotes and sustains improvement, learning and teaching are well managed and the setting displays a strong sense of purpose.

Day-to-day organisation is well managed and sessions run smoothly. Routines are well established and the organisation facilities and the teaching provide a highly effective learning environment.

The chair of the management committee is a regular visitor and provides good support to the setting. The management committee meets regularly and is well informed about the work of the setting.

Performance management processes are in place for evaluating practitioner's work and this is linked to specific training in order that practitioners can carry out their work effectively and to ensure their professional development.

The setting is well supported by the parents who are well informed of their children's progress.

Policies and initiatives, including those that meet local priorities, are implemented consistently.

**Improving quality: Good**

The leader has a clear understanding of the strengths of the setting. The setting has recently moved to the current location and during this time the leader has successfully addressed areas for improvement, resulting in the current good quality of provision. Regular staff meetings focus on children's achievement and their standards and wellbeing.

The self-evaluation has been undertaken in conjunction with the staff and local authority support officer. It is a clear detailed record of the setting's provision and children's achievement. The leader monitors provision appropriately through observations, reviewing children's work and regular discussion with her team. Parent's opinions are sought through questionnaires and discussion.

The improvement plan is realistic based on outcomes of the self-evaluation.

### **Partnership working: Good**

The setting has a suitable range of partnerships that improve the quality of provision and outcomes for the children.

Partnership with parents is highly effective. Parents value the care and concern shown by practitioners and are pleased with the progress their children make. The setting encourages parents to take an active part in their child's education by providing them with ideas to use at home. Parents are also informed of current Welsh vocabulary and the sentence of the week.

Partnerships with the local primary schools are more varied. At best these contacts are good and the children come to know their next teacher and join in some school activities. However, due to the number of feeder schools involved, such arrangements are not always possible.

There are beneficial partnerships with local professional organisations such as special therapist support and advice from the local authority advisory teacher have been beneficial and valued by the setting. Support from the Mudiad Meithrin development officer has helped with the Welsh language development.

Visitors to the setting, such as the local dentist and visits to the shops and library, help to develop children's understanding of their community.

### **Resource management: Good**

Resources are well managed and used effectively. Staffing levels are appropriate and practitioners are well qualified and experienced to develop the Foundation Phase curriculum. Practitioners effectively ensure children's wellbeing and development. The leader ensures that staff are well deployed and have appropriate time to develop their responsibilities. Resources are of good quality and used appropriately.

The accommodation is in very good condition and well maintained.

The leader and management committee have clear understanding of the budget and expenditure decisions are prioritised in line with the needs of the setting. Efficient use is made of money raised by parents.

Considering the efficient use of funds and the outcomes attained by children, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

*Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.*

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'ngryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'ngryf	Don't know Ddimyngwybod	
Overall I am satisfied with the setting.	11	11 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliadyngyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fymhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	11	11 100%	0 0%	0 0%	0 0%	0	Cafodd fymhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	10	10 100%	0 0%	0 0%	0 0%	1	Mae fymhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	1%	0%		
Children behave well in the setting.	11	11 100%	0 0%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	28%	1%	0%		
Teaching is good.	11	10 91%	1 9%	0 0%	0 0%	0	Mae'r raddysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	11	10 91%	1 9%	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.	11	8 73%	3 27%	0 0%	0 0%	0	Caiff fymhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	10	10 100%	0 0%	0 0%	0 0%	0	Mae fymhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	9	7 78%	2 22%	0 0%	0 0%	2	Mae fymhlentyn yn cael gymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	28%	1%	0%		
I am kept well informed	10	5	5	0	0	1	Rwy'n cael gwybodaeth gyso

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'ngryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'ngryf	Don't know Ddimyngwybod	
about my child's progress.		50%	50%	0%	0%		n am gynnyddfymhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	11	11 100%	0 0%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwni'r lleoliad, gwneud awgrymiadau neu nodi problemau.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	11	8 73%	3 27%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad a rhyngwyf i ddiolch â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	10	9 90%	1 10%	0 0%	0 0%	1	Mae fymhlentyn wedi'i baratoli'n ddwy a rhyngwyf i ddiolch â chwynion.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	11	10 91%	1 9%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gangynnwysteithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	11	11 100%	0 0%	0 0%	0 0%	0	Mae'r lleoliad yn cael i redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Mr Eifion R Morgan	Reporting Inspector
--------------------	---------------------

### Copies of the report

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

## 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.