



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

A report on

**Cylch Meithrin Penrhosgarnedd
Canolfan Penrhos
Penrhosgarnedd
Bangor
Gwynedd
LL57 2NN**

Date of inspection: March 2016

by

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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 Penrhosgarnedd is a Welsh medium setting, which is located in Canolfan Penrhos, in the village of Penrhosgarnedd, Bangor, in the Gwynedd local authority. It opens for five mornings of the week. The setting has three members of full time staff. It shares the large room with local community organisations.

The setting's registration allows it to accept up to 24 children in a session. It admits children from two and a half to four years old. At the time of the inspection, 12 children attended. The local authority funds five of them.

Around half the children are of white British origin and no children speak Welsh as their first language. The majority of children speak English at home. Currently, very few children have additional learning needs.

The leader began her post in September 2001. The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in June 2013. Estyn's last inspection of the setting was in February 2010.

Summary

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

Current performance

The setting's current performance is good because of the:

- Effective planning of learning experiences
- Purposeful challenges for all children
- Effective teaching
- Diligent care of the children
- Broad range of indoor resources available
- Positive relationship between adults and children

Prospects for improvement

The setting's prospects for improvement are good because of the:

- Effective provision and clear direction to the setting's work by the leader and staff
- Positive and active attitudes towards staff development and training
- Purposeful self-evaluation practices and improvement plans
- Efficient use of effective support agencies
- Staff's willingness to co-operate effectively with outside agencies, which contributes purposefully to the setting's success

Recommendations

- R1 Ensure that all staff complete regular assessments, which lead directly to the next steps in children's learning
- R2 Develop and enrich the resources and the learning experiences in the outdoor area
- R3 Develop the role of the management committee to ensure that it appraises and monitors the management practices of the setting regularly and rigorously

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?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and 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.

Wellbeing: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and 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

The setting provides a broad range of interesting activities for children across all the areas of learning. The planning meets the philosophy of the Foundation Phase well. The staff plan the curriculum together and the curriculum builds meaningfully on children's previous knowledge and experiences. The planning focuses on the needs of all children thoughtfully. Staff challenge children purposefully to perform at their best at all times.

The provision for children's literacy and numeracy skills is effective. It enhances children's learning experiences successfully. Early writing tasks and mathematical tasks stimulate and challenge children well. They impact on children's standards purposefully in all the areas of learning. The provision for information and communication technology (ICT) is good and the opportunities to use technological equipment, which include a tablet and electronic toys, are planned well.

The staff use the indoor environment sensibly to encourage children to experience new activities, which develops their independent thinking skills effectively. For example, the children co-operate well to solve different problems set by the staff, through experimenting with buckets of sand, weighing food, constructing wooden blocks and role-playing as an estate agent. The outdoor area is used for musical and physical activities, however the use is not as effective as the indoor environment.

Children visit places outside the setting such as children's festivals, the castle in Caernarfon and local parks for walks. The visits are planned well and the children experience valuable opportunities to learn about their local area and areas of interest that are further afield. The children learn purposefully from people who visit the setting such as dental hygienists, parents with pet animals and members of the emergency services.

The setting provides good opportunities for children to develop their personal and cultural identity. They celebrate and learn successfully about Welsh festivals such as Saint David's day and Saint Dwynwen's day. They also research and discuss meaningfully about other cultures, such as the Chinese New Year and Diwali and they learn about Africa through the use of moral stories. All adults communicate effectively with children in Welsh.

Teaching: Good

All staff have up to date information about child development and are knowledgeable about the requirements of the Foundation Phase. There is a very positive relationship between all staff and children. Staff have an active role in planning the curriculum and the best use is made of their expertise. All staff stimulate children successfully during focus activities to ensure that individual children are challenged in line with their abilities. This is a particularly effective aspect of the staff's teaching.

All staff members are positive as children arrive and they continue with this enthusiasm throughout the session. Staff co-operate efficiently. They give all children the opportunity to choose sensibly between adult-led activities and child-led activities. Staff intervene skilfully in tasks and they allow children to develop their independent skills successfully. Staff manage children's behaviour positively, safely and effectively.

Staff model specific language effectively to develop children's thinking and communication skills. They encourage children to evaluate sensibly as they sort shapes of different colours on shape boards and describe what they've painted, woven and made from clay. In the building, staff provide an interesting environment that ensures that all children participate, enjoy and learn through attempting and resolving challenging tasks. However, the teaching in the open air is not as stimulating.

Regular assessment procedures exist. Staff complete the records of children's achievements suitably. All staff do not complete daily assessments regularly and consistently. Therefore, assessments do not lead, with enough detail, to individual children's targets and the next stages in their learning. The setting informs parents and carers well about their children's achievements. This information is available to them at any time.

Care, support and guidance: Good

Effective arrangements exist to support the health and wellbeing of children. These arrangements contribute well to the development and general welfare of children and support their learning effectively. The setting offers positive opportunities to promote the spiritual, moral, social and cultural development of children.

The setting fosters values such as honesty, fairness and respect successfully. Worthwhile opportunities are available for children to reflect, discuss feelings, say thank you and pray daily. This is evident as they take turns politely when eating snacks, serve each other toast and fruit and drink milk and water around the dining tables. The setting has appropriate arrangements to promote healthy eating and drinking. Children recycle cardboard, paper, plastic bottles and clothes for monetary gain. This begins to develop their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which eliminate any form of unruly behaviour. Children are happy and safe in the company of adults at the setting and they often ask for help and support. All staff have good qualifications and experience. The ratio of adults to children is favourable. Staff expertise is used well when supervising activities.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, the outer door is closed and only a member of staff opens it. No one can come in and a child cannot leave unaccompanied. The staff take care when children are collected from the foyer. The staff ensure that children are under the care of their parents or familiar carer at the end of each session.

Regular reviews of children's progress ensure that individuals that are suspected of needing additional support are identified. Staff discuss these with appropriate agencies. The leader is the additional learning needs co-ordinator and she is familiar with the necessary procedures to support children who have special needs.

Learning environment: Good

The setting is an inclusive community where all children have equal access to all areas of learning and equipment. Staff know the children well and their individuality is recognised. Every child participates in an interesting and varied curriculum inside the building. The setting promotes a positive ethos through its daily activities and through the approaches adopted by staff. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. Staff use specific stories from around the world and about different cultures to achieve this.

The setting uses its resources successfully inside the building to meet the requirements of the Foundation Phase and children's needs. Children are encouraged constantly to move freely around the areas of learning and to participate in various activities. The resources are accessible to all children, which promotes their sense of responsibility well. Continuous activities, focus tasks and opportunities to enrich learning share resources effectively.

The building is of a suitable quality, safe and well maintained. The setting grows plants in pots, which teaches children about plant growth appropriately. The setting's outdoor resources have been affected by vandalism and the setting is currently developing better outdoor resources as a target in its development plan. Therefore, there is a lack of challenge for children outdoors because of the lack of facilities and resources.

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

The leader has a positive sense of purpose, which promotes and sustains improvements at the setting. The teaching and learning are managed well, and expectations are high. The leader ensures that staff understand their roles fully and they work together well as a team. They use the guidance of outside agencies such

as the local authority and the Mudiad Meithrin sensibly. This practice ensures the best use of staff expertise and it challenges the staff to improve in positive, sensible and supportive ways. However, the management committee does not appraise and monitor the management practices of the setting regularly and rigorously. Its role is not developed well at the moment. Even though the small group of people on the committee are supportive, their work does not impact well enough on challenging the setting to improve further.

The leader and staff plan purposefully to provide interesting experiences for the children. Relationships with children, parents and carers and the small number of people on the management committee are positive. The leader uses relevant information about the setting consistently and she has a sustainable focus on ensuring progress against the setting's priorities. The development plan is a useful document. There are clear priorities for improvement identified through sound self-evaluation procedures. There are good processes in place to ensure that resources are available to meet the improvement objectives.

The staff receive relevant and appropriate training, which has a strong impact on the quality of provision. The leader ensures that outcomes for the children are good. The leader and staff implement the policies and initiatives efficiently, including those that meet local and national priorities, such as providing for the Foundation Phase.

Improving quality: Good

The self-evaluation takes account of the purposeful views of children and their parents and carers through useful questionnaires. The setting also improves its quality of work through the advice of the local authority and the Mudiad Meithrin. This is beneficial to the development of the setting. The leader clearly demonstrates how the setting has improved the provision over time, by adopting different strategies and accepting valuable advice from others. The management committee is less familiar with the process of self-evaluation.

The leader and staff are knowledgeable about the setting's current work. They have established consistent procedures to monitor the provision. Working together effectively on a daily basis achieves this. All staff share ideas sensibly on how to improve the setting's work. The leader uses funding efficiently for indoor resources and appropriate staffing. The management committee is supportive and manages funding well to support the setting. The setting recognises the areas for development well, such as improving children's Welsh skills, developing the outside play equipment and improving the role of the management committee. There are clear links between the self-evaluation and the targets of the development plan, which focuses well on improvements in the setting. Therefore, a positive culture of self-evaluation exists that targets improvements in the setting's work.

Staff are open to new ideas and are willing to experiment with different ways of working. For example, they have just adopted a new process of recording children's achievements in notebooks and the local authority's new planning system. The staff are receptive to new ideas, suggested by the local authority and the Mudiad Meithrin's advisory teachers. For example, the local authority's recommendations on how to improve the self-evaluation, through grading the setting's work against specific criteria over the year, have affected the setting's ability to target its needs more successfully.

Partnership working: Good

The setting works strategically with partners to improve provision and children's standards and wellbeing. This is particularly evident and beneficial through the setting's partnership with the local authority and Mudiad Meithrin. The positive relationship with the local authority's advisory teacher and the Mudiad Meithrin's officer challenges and improves the setting's work. The setting's partnerships with the local schools are appropriate. The setting uses community links effectively to support children's learning, which includes fundraising and social events. Outside agencies support the setting with training, for example first aid training, food hygiene courses, Foundation Phase initiatives and safeguarding courses. This improves the staff's awareness of important and relevant issues when dealing with young children.

Staff take active steps to involve parents and carers in the setting's life. This includes accompanying their children on trips to local places of interest such as Caernarfon castle. The setting regularly informs parents and carers about all aspects of the setting's work. They are encouraged to offer their own opinions on matters to improve the setting. The setting acts upon them to ensure improvements.

Resource management: Good

The leader is efficient and she focuses effectively on improving all aspects of the setting's work. This enables staff to develop and share their professional knowledge effectively. The strategic planning supports good indoor resources and effective staffing levels. The leader succeeds in ensuring that the setting has qualified full time staff with appropriate training. The management committee is supportive, however it does not hold the setting to account with enough rigour.

The setting manages its resources purposefully to support learning and to create improvements in the setting. The setting has a sound understanding of its budget. It prioritises the spending in line with the targets for improvement purposefully. The setting ensures that the use of money has a direct impact on improving provision, especially indoors, and children's achievements and wellbeing.

In light of the successful provision and the positive work of the leader and staff, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The Reporting Inspector

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| Mr Nicholas Jones | 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

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| 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> |

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| 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. |