



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

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Cylch Meithrin Porthmadog
St John's Vestry
Ffordd Penamser
Porthmadog
LL49 9PA**

Date of visit: June 2015

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Maldwyn Pryse	Reporting Inspector
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Outcome of monitoring visit

Cylch Meithrin Porthmadog is judged to have made insufficient progress in relation to the recommendations following the core inspection in May 2014.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will revisit the setting in approximately three months to inspect progress in line with the recommendations.

Progress since the last inspection

Recommendation 1: Develop children's problem-solving skills, especially the most able children

Limited progress in addressing the recommendation

The setting has received a number of support and guidance visits from the local authority officer on how to plan activities in order to stretch more able children. However, this support has not led to providing challenging enough activities. Similarly, the setting received ideas for simple activities to develop all children's problem-solving skills. However, there is no evidence that these have had a positive effect on provision either.

Despite all of the support that the setting has received, it has made very little progress in responding to this recommendation.

Recommendation 2: Improve planning by including all practitioners in the process and ensure that focus tasks are clear and have been developed thoroughly

Limited progress in addressing the recommendation

Planning has not improved enough since the inspection. This is mainly because the setting has not responded fully to the relevant comments in the report or the recommendation. As a result, planning is not rigorous enough. It does not identify clearly enough what provision is continuous, has been enriched, or what the focus tasks are for each session. Planning does not identify which practitioners are doing what either, and this was also a shortcoming during the core inspection. In practice, many of the activities rely too much on the leader's input and duties are not shared among the other practitioners effectively enough. The leader does not include the practitioners when planning, therefore they do not have a good enough understanding of the activities' objectives. Planning is not coherent enough to ensure that the most able children are stretched sufficiently.

The leader and a new assistant have attended county training very recently to receive guidance on planning for teaching. They received helpful guidelines on the course in order to plan focus tasks effectively, along with planning for the next stage

in children's development. However, it is currently too early to see the effect of the training on the quality of planning.

Recommendation 3: Strengthen the assessment process by including the whole staff and use the information collected to feed into planning in order to move children forward

Limited progress in addressing the recommendation

The setting has received guidance from the authority on the assessment process and how to identify the next steps in each child's development. However, this has not had enough of an effect on the setting's assessment processes.

Assessment has not improved enough since the inspection as the setting has not responded sufficiently to the comments in the report. As a result, the setting's assessment processes remain weak. They do not include all practitioners and no formal enough procedures exist to share information about the children among the practitioners. The setting does not use the information gathered well enough to feed into planning in order to move children forward. Assessment does not identify the next steps for each child consistently enough or identify more able children in order to plan and provide challenging enough experiences for them. Although the leader uses a notebook to record observations, the observations are not regular enough or dated consistently enough. There are no observations at all for a few children.

Recommendation 4: Ensure regular use of the outdoor area in order to ensure suitable opportunities for children to develop physically and to enrich their experiences

Satisfactory progress in addressing the recommendation

The setting has worked closely with members of the church in order to develop the outdoor area. They have invested in storage equipment and a security fence to ensure that the provision is safe and within the children's reach. This allows access to a range of resources and facilitates continuous provision. The children are also given appropriate opportunities to grow flowers and plants and to observe their growth.

The setting now makes more consistent use of the outdoor area to develop the children's gross motor skills and creative skills. This is beginning to have a positive effect on their wellbeing and development. However, planning is not rigorous enough as it does not identify which activities occur during a session, or which practitioner is leading. There are not clear enough guidelines for practitioners to know how to lead activities so that the children learn more purposefully through play.

Recommendation 5: Develop the management committee's strategic role in order that they are completely aware of their duties

Limited progress in addressing the recommendation

Committee members have not received sufficient support to enable them to operate more strategically. They have not received training on their responsibilities as a committee either. As a result, the management committee's ability to provide a strategic direction to the setting remains ineffective.

The committee has not monitored the setting's progress against the recommendations well enough, as the committee receives very little information. The committee has not ensured that the leader and practitioners have non-contact time for planning and assessment. Nor has the committee arranged for the leader and all practitioners to be a part of suitable performance management arrangements, in order to set targets for improvement. As a result, the practitioners' understanding of their roles and responsibilities is not rigorous enough. The role of the responsible person is not fulfilled to an acceptable standard and, in light of this, leadership is not challenged sufficiently.

Recommendation 6: Ensure that the self-evaluation process is more inclusive and identifies aspects to be improved more thoroughly

Limited progress in addressing the recommendation

The leader has attended county training on self-evaluation since the inspection. This has raised some awareness of the process that is necessary to improve quality, in addition to the need to follow a specific timetable in order to ensure that all aspects are covered. However, the effect of the training can not be seen at present. As a result, not all practitioners or the management committee are part of the self-evaluation process.

In addition, the self-evaluation process is not rigorous enough as it has not identified the lack of progress the setting has made against nearly all the recommendations. Reports have not been prepared for the management committee showing how the setting succeeds in meeting the requirements of the recommendations. As a result, the management committee does not have a sound enough understanding of the progress or lack of progress made. The management committee is not active in monitoring the progress of the improvement plan.

Recommendations

In order to improve the standard of education, the setting must address the recommendations from the inspection in May 2014 as a matter of urgency.