



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

A report on

**Cylch Meithrin Saron a Chapel Hendre
Baptist Chapel Vestry
Saron Road
Saron
Ammanford
SA18 3LN**

Date of inspection: November 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:

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 Saron a Chapel Hendre was established in 1968 and is situated in the vestry of the Baptist Chapel in the village of Saron near Ammanford in Carmarthenshire. The setting is open five mornings and five afternoons a week.

The setting is registered to admit up to 30 children between two and five years old. During the inspection, 18 children were receiving funded early years education. Only a few children come from homes in which Welsh is the main language. A very few children have additional learning needs and a few come from ethnic minority backgrounds.

The setting employs seven members of staff. The leader was appointed to her current post in 2009.

The setting was last inspected by the Care and Social Services Inspectorate Wales in July, and by Estyn in June 2009.

Summary

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

Current performance

The setting is good because:

- Most children make very sound progress in all areas of learning, considering their starting point
- Most children take a full interest in all activities, concentrate and persevere independently for significant periods of time
- Most children solve problems and make decisions confidently during free activities and when undertaking focus tasks
- Most children make very positive progress in their skills, particularly in their Welsh skills, and adopt a rich local dialect
- Many children make important choices about their learning by pursuing their interests without much intervention from practitioners
- Most children treat each other with courtesy and respect and are willing to help others spontaneously
- Practitioners know the children well and prepare activities for them carefully, considering their specific needs
- Practitioners plan jointly carefully in order to provide valuable opportunities to enable children to acquire their skills successfully across the curriculum
- The leader is very conscientious and is committed to her role of ensuring that all practitioners work very well together in order to provide stimulating experiences of a high standard for the children

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's shared vision leads to a caring and welcoming ethos in which children and practitioners are eager to learn
- Leaders have a clear focus on developing happy and independent learners who are confident in communicating and working through the medium of Welsh
- The leader has high expectations and leads by example by making sure that the arrangements lead to raising most children's standards
- The setting responds enthusiastically to new national initiatives in order to develop and improve provision
- Members of the management committee are very supportive of the setting, visit it regularly, ensure a suitable challenge and play an active part in the running of the setting

Recommendations

- R1 Develop self-evaluation systems that make effective use of learning observations
- R2 Ensure that the development plan includes measurable success criteria that will help leaders as they monitor actions and progress effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make very sound progress in all areas of learning considering their starting point. Nearly all children undertake the activities that are provided for them enthusiastically, and develop very valuable independent and social skills. There is no significant difference between the standards of different groups of children in the setting.

Most children make very positive progress in developing their literacy skills in Welsh. This is one of the setting's strengths and only a very few children are reluctant to communicate through the medium of Welsh. Most have a sound understanding of the language and adopt a rich local dialect. Nearly all children have listening skills that are developing well. Most enjoy hearing stories and are keen to contribute to what is read to them, particularly during the story session at the end of the day.

Most children respond sensibly to group discussions and wait their turn when answering questions enthusiastically, which shows clearly their developing understanding of the language. Most discuss letters, colours and numbers confidently in Welsh when painting, mark-making and using construction equipment.

A majority of children choose to look at traditional books and e-books independently. They hold books correctly and study pictures and print with increasing interest. They recognise the main characters in a story and discuss the content of the story enthusiastically with each other.

Most children develop sound writing skills. A prominent feature of their early writing is that they understand the purpose of writing as they complete practical tasks successfully. They see the purpose in mark-making on paper or on a tree trunk, for example. They try to make sense of their writing with adults and each other effectively when writing an order in the shop, recording measurements and writing their names and numbers in the correct order. A majority of children are beginning to form letters of the alphabet and a few familiar words and numbers independently and in a legible form.

A majority of children develop their numeracy skills well by making practical use of number. A good example of this is the way in which they count the number of children who are present and how many of them want toast during snack time. They use mathematical vocabulary such as 'less than' or 'more than', 'tall' and 'short', correctly and discuss the features of two-dimensional shapes successfully. Nearly all children group objects correctly according to their size, shape and colour. A majority of children have a sound understanding of how to use a tape measure to find the length of different objects, and they make a good attempt to record their measurements on paper.

Most children use electronic equipment very confidently and develop their oral skills when using electronic speaking pegs skilfully. They use the computer independently and control equipment appropriately when playing investigatively. Most children use a tablet computer confidently to take a picture of their peers working. Practitioners use these pictures when assessing the children's work each day. Most children's artistic skills are particularly strong and nearly all children experiment skilfully to create interesting pictures and collages with a range of materials and different paint.

Many children develop a sound awareness of being Welsh and talk sensibly about St. David's Day celebrations and the like. They enjoy joining with others to sing Welsh nursery rhymes and songs, and do so enthusiastically.

Most children show a full interest in all activities, and concentrate and persevere independently. They make decisions confidently and solve problems sensibly during free activities and when undertaking focus tasks.

Wellbeing: Good

Nearly all children are happy when they arrive at the setting and are keen to join in with activities immediately. They have a close relationship with practitioners and a positive attitude towards learning. Nearly all children persevere and concentrate for significant periods of time, for example when researching autumn objects in the discovery tub.

Nearly all children make beneficial decisions about their learning and are able to work independently successfully. All children respond positively during the valuable periods that they have to choose activities. As a result, individuals make important decisions about their learning by pursuing their own interests, without much intervention from practitioners. This ensures extensive opportunities for many of them to develop confidence and independent thinking.

Many of the children are well-behaved. A majority listen attentively, wait their turn and shoulder responsibilities during snack time. Most children treat each other with courtesy and respect and are willing to help others, for example by opening each other's lunch boxes without prompting. Nearly all children are aware of how they can stay clean and healthy by washing their hands before eating their snacks.

Many children are aware that they have the right to express an opinion and make decision, for example when making decisions about the order of the singing session. A majority have a good awareness of the importance of identifying their own emotions and those of others. Most children show high levels of wellbeing and extremely good social and caring skills.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The setting provides a range of exciting and stimulating experiences across nearly all areas of learning. The areas engage most children's interest and curiosity. As a result, they concentrate for extended periods of time during stimulating activities.

Practitioners make effective use of a range of areas in the community in order to promote valuable experiences and the principles of the Foundation Phase successfully. For example, areas in the community are used to study nature by collecting apples from nearby trees, in addition to trips around the village to match pictures of various houses with real houses. The setting is beginning to include the children's ideas when planning these activities. The outdoor area that is attached to the setting is very restricted. However, practitioners make appropriate use of it to provide suitable experiences across the areas of learning.

Practitioners plan together carefully in order to provide valuable opportunities to enable the children to acquire their skills across the curriculum. They plan activities purposefully according to the needs of specific groups of children. Effective plans are made to enrich areas and this focuses provision on developing children's specific skills successfully. As a result, many children commit confidently to their play and make good progress in developing robust skills in literacy, numeracy and information and communication technology (ICT). These skills are promoted across a majority of learning areas regularly, for example when discussing construction needs, writing on tree trunks and experimenting with the light board. Practitioners make effective use of opportunities for the children to solve problems that arise during the sessions by questioning them skilfully, for example when encouraging the children to consider why the ball does not roll smoothly after placing it in the paint when creating a picture of fireworks.

Practitioners have high expectations of the children. They encourage them to work independently and share responsibilities appropriately when fetching equipment and tidying the classroom. Practitioners encourage the children to hold making equipment correctly from the very beginning. This also contributes well to their ability to be independent. Practitioners provide interesting and relevant activities to promote children's understanding of the world in which they live, for example when going for a walk around the village to collect autumn leaves for the discovery table.

Practitioners plan appropriately and provide exciting activities that meet the linguistic needs of specific groups of children. Practitioners are extremely effective language models and promote the Welsh language successfully, by encouraging the children to respond in Welsh according to their ability, and giving appropriate attention to developing the dialect and accent of Ammanford. The setting promotes understanding of Welsh traditions, such as St. David's Day and St. Dwynwen's Day, very successfully. This is a strong feature of the setting's work. Children are given appropriate opportunities to study the work of a local artist in order to stimulate mark-making work and drawing the chapel that is next door to the setting. Children are given extensive opportunities to learn about other cultures, such as the Chinese New Year and Diwali, by sampling foods, role-playing and creating artefacts such as celebration candles. This has a very positive effect on developing their understanding of international religions and arts.

Teaching: Good

All practitioners have sound knowledge of the principles of the Foundation Phase. They offer an interesting indoor learning environment and an outdoor area that includes the wider local area. A good example of this is the opportunity that children

are given to visit the village to collect autumn leaves. Practitioners make effective use of a range of teaching methods when conducting small groups and collective work. They ensure that there is a successful balance between activities that are chosen by children and adult-led activities. This encourages independence successfully. Practitioners have a sound awareness of children's needs and prepare activities carefully in order to address them. They encourage the children to choose their activities and facilitate their choice appropriately. A good example of this is facilitating the children's choice to have a picnic in the centre of the room. Provision to challenge more able children is developing appropriately.

Practitioners have successful strategies to promote positive behaviour. All practitioners are enthusiastic throughout the sessions, and stimulate and motivate all children to learn. They are developing the practice of not intervening excessively in free play activities and this has a positive effect on children's wellbeing and standards. A side-effect of this is that children develop the ability to concentrate and be inventive during play.

The setting has effective arrangements for assessing children from their starting point. Practitioners record daily assessments and observations comprehensively and regularly, and use detailed observations to feed into the follow-up planning. Practitioners are aware of individuals' targets and discuss their development and their needs in detail.

There are effective arrangements to inform parents about their children's development. Practitioners share reports with parents, hold discussions with them and place pictures of events and experiences in the foyer and on social media, in order for them to know what their children have been doing.

Care, support and guidance: Good

The setting has effective arrangements in order to ensure that children make sensible choices when eating and drinking healthily. During snack time, practitioners encourage the children to try new food and provide water or milk for them to drink.

Practitioners ensure that the environment is welcoming and that all children have equal access to all activities. The setting provides valuable opportunities, both indoors and in the outdoor areas, for children to exercise regularly. This develops children's ability to co-ordinate well and encourages them to be active and physical. Provision for children's spiritual, moral, social and cultural development is planned appropriately. Practitioners plan worthwhile activities to develop the children's respect towards others, in addition to their understanding of what is right and wrong. They encourage the children to share equipment and take care of resources. There is a beneficial emphasis on developing values such as fairness and honesty, which help the children learn to be caring citizens very successfully.

Children's independent and social skills are developed effectively during snack times and lunch time. Practitioners encourage the children to set the table, serve food and drink to their friends, and take responsibility for clearing and tidying. The setting takes advantage of snack time in order to develop children's understanding of the need to recycle waste. Children are reminded regularly to use the composting bin for

food waste; to turn off the light and the water taps; to collect rainwater for the plants; and to recycle paper and plastic. The setting has developed a range of effective strategies to promote good behaviour, which are used sensibly and sensitively by all practitioners. The children respond positively to these.

There are appropriate processes in place to support children with additional learning needs, and practitioners respond quickly to these needs. The setting has effective links with a range of support agencies, and practitioners include parents fully when developing children's individual plans. The setting is beginning to plan suitable and challenging activities to meet the needs of more able and talented children.

Learning environment: Good

The setting is welcoming and practitioners strive successfully to ensure that children and parents feel a part of an inclusive community. Practitioners lead by example by encouraging the children to treat each other and the setting's resources with tolerance and respect. The closeness between the children and practitioners contributes well to the children's desire to take part in all activities, and the positive standards of behaviour within the setting. Clear attention and emphasis are placed on providing a safe environment which encourages the children to recognise and celebrate their various backgrounds and those of others completely naturally.

All practitioners have appropriate qualifications to meet the requirements of the Foundation Phase. The setting is located in the vestry of the chapel, and practitioners make appropriate use of the two rooms that are available, in addition to the outdoor area and the surrounding areas to teach the children. Practitioners make positive use of these areas in order to plan interesting activities that ignite the children's natural curiosity. Practitioners use a good range of stimulating resources skilfully in order to meet the children's needs and develop their skills successfully.

The setting has invested heavily in ICT resources that are used effectively in order to develop children's skills. Displays of the children's work celebrate their achievements well. The building and setting are kept clean and tidy.

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

The leader is experienced, conscientious and ensures that all practitioners work together well in order to provide stimulating experiences of a high standard for the children. She has created a setting that has a clear focus on developing happy and independent learners who are confident to communicate and work through the medium of Welsh.

The setting has appropriate daily arrangements and all practitioners undertake their duties effectively and conscientiously. The leader has high expectations and leads by example. She ensures that arrangements lead to raising most children's standards, particularly in their ability to use their literacy skills across the curriculum.

The setting's agreed vision leads to a caring and welcoming ethos, in which children and practitioners are eager to learn. Practitioners know the children well, and joint planning processes for improvement and managing the setting are developing appropriately. Staff meetings focus well on aspects of provision and general issues. However, these meetings are currently informal and records of operational issues are not detailed enough.

All practitioners have detailed job descriptions which outline their teaching duties clearly. A few other responsibilities are defined appropriately, and recently the leadership has been distributed more effectively to plan and implement improvement.

The setting responds enthusiastically to new national initiatives in order to develop and improve provision. A good example of this is the way in which it has responded to the need to raise the profile of numeracy. Leaders also ensure that assessment for learning strategies are implemented appropriately and that detailed attention is given to developing the children's literacy and ICT skills. The attention that is given to these priorities has a positive effect on provision, in addition to the children's wellbeing and standards.

Procedures for managing practitioners' performance are effective and lead to beneficial training that meet their individual development needs and the needs of the setting. Members of the management committee are very supportive. They ensure a suitable challenge for practitioners and visit the setting often. They play an active part in observing practitioners teaching, and report back to the full committee. They place a clear emphasis on ensuring the children's high standards and wellbeing, and offer active support that contributes effectively to the smooth running of the setting. One of their strengths is that the committee is stable and includes the setting's founders, in addition to a few new representatives from among the parents. The committee meets regularly to discuss expenditure and matters relating to supporting the setting, in addition to fundraising methods. The committee's role in monitoring progress against the targets in the development plan is developing appropriately.

Improving quality: Adequate

The leader and practitioners know the setting well and, as a result, they are aware of what they are doing successfully and are gaining confidence in identifying areas for development.

The self-evaluation document provides an appropriate description of provision at the setting. However, planning for improvement is not strategic enough, and leaders do not make effective enough use of direct evidence about the quality of teaching in order to judge the effect on children's standards. The setting's improvement plan includes the majority of priorities that derive from the self-evaluation activity. It includes an appropriate focus on success criteria, but these are not measurable enough and actions are not always clear enough. As a result, leaders are not in a strong enough position to measure the improvement plan's progress carefully enough.

Practitioners are open to new ideas and are willing to try new ways of working. They have recently changed the day's routine by ensuring that provision includes more of a challenge for older children. This has a very positive effect on developing their Welsh oral skills and numeracy skills further.

Self-evaluation processes consider the views of all practitioners, in addition to the children's parents and carers, and the leader responds positively to any issues that arise. The practice of encouraging the children to express an opinion on the session with practitioners ensures that they are also beginning to include the child's voice as part of the self-evaluation arrangements.

The setting is developing appropriately as a learning community with a clear focus on raising standards of teaching. There is an effective culture of co-operation among the staff, particularly in terms of developing the children's ability to use their literacy, numeracy and ICT skills.

Partnership working: Good

The setting has a robust relationship with parents and carers. They appreciate the contribution that the setting makes to developing their children's wellbeing and standards. Information about their children's achievement is shared with parents by conducting daily discussions, messages on social media, displaying details on the noticeboard and through discussions during open mornings. Parents take advantage of the setting's open door policy and are confident about discussing any aspect of the setting's work with practitioners. They are very supportive and willing to take turns to share their experiences with the children. A good example of this is their willingness to come to explain and model their jobs as part of the 'people who help us' theme.

There are effective links and co-operation between the setting and the local school, which ensure successful transition experiences for children and their families. This excellent partnership leads, for example, to sharing teaching methods as a member of the setting observes sessions at the school. Members of the school's staff also observe sessions at the setting and give feedback to practitioners. This leads to developing practitioners' skills, raises standards and supports the leadership successfully. Children visit the school regularly and are included in various activities. These arrangements ensure that the children leave the setting well-prepared for the next stage in their education.

The setting has a wide range of links with the community. Members of the community visit the setting regularly; for example, a radiologist, nurse, hairdresser and veterinary surgeon have visited in order to enrich activities for the children. These visits contribute successfully to developing the children's understanding of people who help them in the community. This raises children's standards and wellbeing effectively. A good example of this is when the children looked at pictures of broken bones and learnt how to care for someone who has broken a bone. The community offers good support to fundraising activities, and a very high percentage of the village attends the setting's Christmas concert and sports day.

There is an efficient relationship between the setting, the local authority and Mudiad Meithrin. The support and advice provided by them promote improvement by offering ideas and practical support.

Resource management: Good

The setting makes efficient use of staff and resources to support teaching and learning. Leaders ensure that all practitioners have suitable qualifications and experience to work with young children. They make appropriate use of staff's interests and skills to improve children's learning experiences, for example to promote awareness of colour and pattern when painting.

Appropriate processes are in place to manage practitioners' performance with support from the local authority's advisory teacher. Leaders are beginning to use these effectively to identify development needs. A good example of this is the way in which the setting has prioritised provision for more able children as an area that needs to be developed further.

All practitioners take advantage of a wide range of purposeful training and development to build on their skills and enable them to keep up-to-date in their work; for example, recent training on developing children's numeracy skills is being incorporated in planning activities across the areas of learning. This has already had a good effect on most children's ability to apply their skills across the curriculum. Practitioners are also willing to forge numerous links with other settings to share good practice. This has a positive effect on developing use of the outdoor area.

Leaders produce an annual financial balance sheet that is checked externally and presented in an annual report to Mudiad Meithrin and the management committee. They prioritise expenditure appropriately according to the setting's needs. A good example of this is the recent expenditure on ICT resources, which are having a very good effect on raising children's standards of literacy and numeracy. Another good example is the balance in the choice of costumes in the role-play area to engage all children's enthusiasm to develop their creative skills. The setting makes good use of the deprivation grant and evaluates the effect that expenditure has on individuals' standards.

Leaders ensure that the group remains sustainable. Considering the effective teaching and the clear and firm leadership, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses 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.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	8 80%	1 10%	1 10%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	8 80%	2 20%	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	6 60%	4 40%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	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.	9	7 78%	2 22%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	10	9 90%	1 10%	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.	9	6 67%	3 33%	0 0%	0 0%	1	Caiff fy mhlentyn 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	9 90%	1 10%	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.	8	5 62%	2 25%	1 12%	0 0%	2	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	4 40%	3 30%	3 30%	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.	8	6 75%	1 12%	1 12%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	9	4 44%	4 44%	0 0%	1 11%	1	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	1 10%	6 60%	3 30%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The inspection team

Dyfrig Wyn Ellis	Reporting Inspector
Vanessa Bowen	Team 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 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.