



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

A report on

**Cylch Meithrin Talwrn
Village Hall
Talwrn
Llangefni
Anglesey
LL77 7TG**

Date of inspection: May 2017

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 19/07/2017

Context

Cylch Meithrin Talwrn is a Welsh-medium setting, which meets in Talwrn Village Hall, near Llangefni, in Anglesey local authority. The setting is open for four mornings a week, between 9.00am and 11.30am, and there are two practitioners.

The setting's registration allows it to admit up to 16 children at any particular time, and the setting admits children between two and a half and four years old.

Nearly all children are of white British origin and none speak Welsh as their first language. There are currently no children with additional learning needs.

The leader began in post in April 2015. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2015, and by Estyn in January 2010.

Summary

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

Current performance

The setting's current performance is good because:

- Practitioners plan a stimulating curriculum that improves children's learning
- Practitioners' high expectations ensure interesting challenges across the areas of learning
- Robust teaching focuses purposefully on the next steps in children's learning
- Procedures for assessing and recording pupils' achievements are efficient
- Practitioners work together successfully
- Practitioners make sensible use of the local area and its facilities
- Provision for the Welsh language is effective
- The practitioners' watchful care creates a diligent learning environment
- There is clear trust and respect between children and adults
- Learning areas and indoor and outdoor resources engage children's interest and motivation purposefully

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader sets a robust direction for daily and long-term work
- The leader has high expectations regarding the provision and children's outcomes
- Regular self-evaluation processes lead to setting purposeful targets to create improvements
- Practitioners are keen to benefit from relevant training
- The leader makes effective use of external agencies such as the local authority and Mudiad Meithrin
- It has purposeful partnerships with parents and carers, the community and the hall's committee
- The leader keeps an accurate record of financial receipts and contributions and spends money sensibly to improve resources
- The management committee ensures suitable support, with the exception of keeping rigorous financial records

Recommendations

- R1 Teach children effectively about the world's different cultures
- R2 Create better opportunities for children to move independently between the indoor and outdoor areas
- R3 Improve opportunities for children to learn about the role of people in their own community
- R4 Ensure that the management committee manages funding frequently and keeps rigorous accounts and balance sheets

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?	n/a
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Standards:

Wellbeing:

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

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

The leader and her colleague provide a stimulating curriculum. Their daily work reflects the Foundation Phase ethos purposefully. They plan learning experiences thoroughly and respond consistently well to children's needs. As a result, activities target children's interests sensibly.

The practitioners' co-operation succeeds in providing the children with exciting and interesting activities. They are given interesting opportunities to develop as independent learners both indoors and outdoors. Practitioners encourage children to learn practically and experimentally; for example as they role-play in the kitchen and the shop and discuss the best conditions to ensure growth sensibly when planting seeds in pots.

Practitioners discuss individual children's progress daily, both formally and informally, when necessary. This creates a focus when organising themes and activities based on the individual needs of each child. They provide valuable opportunities for children to voice their personal ideas to enrich activities further. This is demonstrated when children choose songs to sing and what equipment they need to catch frogs in the water tub. These kinds of activities add positively to the children's daily enthusiasm, as they learn through play and concentrate effectively on specific challenges.

The setting plans successfully to develop children's literacy, numeracy and thinking skills. Activities to promote literacy and numeracy are evident in all learning areas. Children write their names without much assistance. They understand that the volume of different-sized jugs means that they have more or less water to flow over the water mill to turn the wheel. Provision of similar learning experiences is effective and, as a result, offers sensible continuity and progression in children's learning.

The setting's provision to develop the Welsh language is beneficial to children. Practitioners are good language models. They are supportive when encouraging children to use the language as much as possible through daily activities. They challenge and question children frequently in the indoor learning areas and outdoors.

They support children who are beginning to learn the language successfully. As a result, children's understanding of the language is developing appropriately, and their use of the language improves in a short period of time.

The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating St David's Day and St Dwynwen's Day and baking traditional cakes.

Provision to develop information and communication technology (ICT) is purposeful. The setting provides good opportunities to use a range of equipment, such as cameras, voice recorders, a microphone, a laptop, tablet computers and programmable toys. All practitioners challenge children successfully and use Welsh educational software to develop their early ICT skills and their control of technological equipment.

Practitioners focus on developing children's physical and creative skills skilfully. They allow them to climb on adventure equipment in the hall and at the park, drive vehicles energetically in the outdoor area and experiment with scissors when cutting shapes to emulate a firework explosion.

The setting makes beneficial use of visits to enrich children's learning experiences. Experiences include visits to post letters, a trip to the local park and the village shop, an adventure in the nearby forest and a trip to an adventure centre. Visitors do not currently visit the setting, so children are not given opportunities to learn about the roles of people in their community.

Teaching: Good

Practitioners understand the requirements of the Foundation Phase thoroughly. They have up-to-date knowledge about child development and work together effectively. Practitioners have high expectations for each child and they challenge children consistently in all focus tasks.

Practitioners intervene purposefully in children's experiences and play in order to stimulate and challenge them as much as possible. As a result, they show a sensible balance between activities led by the children and adult-led tasks. Practitioners provide a wide range of opportunities to learn through play and practical experiences. As a result, they understand the importance of providing wide-ranging opportunities to learn through play, particularly in the outdoor area; for example, by using the mud kitchen to prepare a mud cake and when creating a tunnel by growing and weaving rows of willow branches.

Practitioners question children purposefully to develop their thinking and communication skills. This is done when discussing the sounds of different animals and when discussing the main characteristics of characters in a story. Children are encouraged purposefully to take part in various activities. However, this does not include allowing the children to move freely between indoors and outdoors. This limits their opportunities to experience all areas of learning and to choose to work with others on different kinds of challenges.

Practitioners target Welsh vocabulary and language patterns successfully through consistent reinforcement throughout the sessions. As a result, children's understanding of the language increases quickly. Therefore, they understand commands and contribute to songs and prayers consistently well through the practitioners' perseverance with the language.

Practitioners complete daily assessments regularly and encourage children to assess their own learning orally at the end of each session. They discuss what children need to do to improve their work sensibly during tasks. Staff record the evaluations and discuss them daily. These consistent arrangements lead to planning direct tasks to target children's needs in the future. This addresses the next steps in their learning purposefully. As a result, procedures for assessing and recording children's achievements are efficient. All evidence corresponds appropriately to individual children's outcomes as they mature in the setting.

The setting informs parents and carers about their children's achievements regularly during the handover time at the end of the session. A report, a comprehensive booklet of pictures and the child's original work with relevant annotations are available to parents at the end of their time at the setting.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions sensibly to focus on each other's feelings. By doing so, they nurture values such as telling the truth, fairness and respect successfully. They also reinforce these values, and their importance, on daily basis.

There are efficient arrangements to support children's health and wellbeing. These arrangements contribute well to their physical development and wellbeing. The setting has robust arrangements to promote eating and drinking healthily, and children have a daily choice of drinks or snacks. As a result, children understand that fruit and vegetable and exercise to increase the heart rate contribute to improving their health and fitness.

There are valuable opportunities for children to reflect, discuss feelings, say thank you and pray each day. This creates a sense of calm as the children sit to listen to adults and each other, wash their hands before eating, tidy up resources and say thank you for their food. As a result, children take turns politely when eating snacks and serving milk and water around the dining table. The helper of the day is given an opportunity to help purposefully when distributing snacks and drinks, recycling goods and collecting and washing the dishes.

Practitioners provide regular opportunities for children to recycle paper, card and plastic goods. This develops their understanding of sustainability effectively.

The setting is a safe environment and practitioners take good care of children when they arrive and when they are collected. Practitioners use positive behaviour strategies, which eliminate any form of harassment or unacceptable behaviour.

The setting records children's learning needs diligently when they join the setting and during their time there. Children's progress is reviewed regularly and their starting points are recorded rigorously by following the Foundation Phase profile guidelines.

The setting targets specific children with additional support purposefully when the need arises. Practitioners discuss these with suitable agencies in order to provide support as quickly as possible. The leader is very familiar with the necessary procedures in order to support children with learning needs, and uses them appropriately to support individuals.

Learning environment: Good

The setting is a wholly inclusive community, which recognises children's individuality successfully. Practitioners target children's needs sensibly and all children are given an equal opportunity to learn in the different areas. Practitioners challenge and support children daily with tenderness.

Practitioners promote a positive ethos through their daily activities and their enthusiastic motivation. They emphasise each day that they need to respect each other and that individuals' choices are part of their personal development. However, provision to celebrate the diversity in our world is not robust. Although practitioners teach children about a very few holidays, such as the Chinese New Year, they do not have a successful effect on children's understanding of our world's different cultures.

The setting uses resources effectively to meet the requirements of the Foundation Phase and children's needs. A wide range of interesting resources is used effectively in continuous activities and focus tasks to enrich learning. Resources are accessible to all children and promote their sense of responsibility purposefully. The setting has enough ICT resources to develop children's skills successfully.

The building is of suitable quality, is maintained appropriately and is safe. The building, the hall and the outdoor resources provide valuable opportunities to plant and grow, role-play, question and investigate, areas to run around, drive vehicles and shake a parachute. They are used effectively. Practitioners also use the local area's facilities sensibly, such as the village's resources and the nearby woods.

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

The leader is experienced and leads another setting, of a much larger size, in the afternoons. There is beneficial co-operation between the settings when planning and assessing. She provides a clear direction by focusing on robust practices in all sessions, such as adhering to a structured timetable. The leader's vision ensures that planning, teaching and learning are effective. Her management systems promote and maintain improvements successfully.

As a result, the setting's objectives, plans and policies focus purposefully on ensuring effective provision. The leader and her dedicated colleague deal with children fairly and have high expectations of all children. They succeed in motivating them towards improvements in positive, sensitive and supportive ways. These practices meet children's needs and promote their achievements successfully.

The leader uses relevant information about the setting to ensure improvements to provision. This has recently included developing assessment practices by using the Foundation Phase profile effectively and making beneficial improvements to the outdoor area to challenge children further outdoors. She also focuses conscientiously on national priorities, such as developing literacy and numeracy strategies and providing good quality ICT resources to improve children's skills.

The leadership, which includes a management committee, ensures that provision for children is interesting and purposeful. Although it is a small committee and some are new to their posts, they ensure that practitioners understand their roles in full and work diligently as a team. Regular overview practices and evaluation of provision are stable. This system ensures that the best use is made of practitioners' expertise, particularly when providing challenging activities across all areas of learning. It defines practitioners' responsibilities purposefully and provides opportunities for them to develop professionally through annual evaluations.

The management committee receives regular information about the setting's practices from the leader. They meet to arrange activities regularly. The management committee challenges the setting appropriately to maintain consistent practices and develop areas in which further improvement is needed. However, there are no balance sheets or accounts available for the setting's finances in recent years. There is not enough rigour in relation to book-keeping. The committee has not managed funding robustly enough over time and financial management is currently an important shortcoming.

Improving quality: Good

A positive culture of self-evaluation and consistent improvements permeates the setting's work. The leader, under the guidance of the local authority, has established rigorous arrangements for monitoring children's outcomes and provision. Formal self-evaluation processes consider the views of practitioners, parents and carers, the local authority and Mudiad Meithrin effectively.

In addition, through sensible co-operation, the information that is gathered each year through the local authority's quantitative systems, contributes successfully to this practice. Areas for improvement are identified frequently and, as a result, the setting makes meaningful improvements over time. Therefore, the setting's development plan corresponds correctly with the areas for improvement and derives directly from the self-evaluation process.

The leader prioritises expenditure usefully, in line with the actions that have been identified for improvement. She agrees on the targets with her colleague and they implement changes purposefully together. They are keen to accept new ideas that are suggested by the local authority's advisory teacher and the Mudiad Meithrin officer. They act on their advice regularly for the benefit of the children. This leads to beneficial improvements, such as using the Foundation Phase profile to improve assessment practices and planning to target the next steps in children's learning.

Partnership working: Good

The setting works effectively with partners to improve children's standards and wellbeing, in addition to provision. There is sensible co-operation with external agencies, such as the local authority and Mudiad Meithrin. This positive relationship reinforces the setting's work and supports it actively with training and useful management documentation.

The setting uses community links effectively to support children's learning. This includes using the village's resources, such as the hall, the park and the woods, which fosters children's awareness and care of their local area.

Practitioners work and engage with a wide range of other partners, which makes an important contribution to improving provision. These include agencies that support the setting with first aid training, food hygiene courses, risk assessments, Foundation Phase training and training on safeguarding children.

Practitioners take active steps to include parents and carers in the setting's life. The setting informs parents and carers regularly about all aspects of its work, which includes good use of social media. It also encourages them to express their opinions on issues to improve the setting through questionnaires and regular discussions. The setting listens to their ideas and implements changes, for example cutting the grass in the outdoor area and organising a fashion evening to raise money.

Resource management: Good

The leader aims consistently to improve all aspects of the setting's work by managing staff and resources efficiently. She has succeeded in ensuring that the setting has sufficient qualified practitioners with appropriate training.

Performance management systems are effective and lead to watchful care, interesting learning experiences and robust teaching. They also enable practitioners to develop and share their professional knowledge purposefully. As a result, the setting is a strong learning community. The culture of effective co-operation between practitioners and other partners is robust.

The setting manages resources creatively to support learning, such as changing the learning areas frequently to stimulate children and building a mud kitchen from pallets on its own initiative. It therefore makes frequent improvements by discussing and funding plans for improvement purposefully; for example, it has recently improved provision in terms of ICT resources and up-to-date apps to target children's needs.

The leader keeps an accurate and conscientious record of receipts and parents' financial contributions. She ensures that use of money has a direct effect on children's standards and wellbeing, in addition to provision. In general, she prioritises expenditure and identifies responsibilities and sensible timescales against targets in the development plan.

The setting provides good value for money because of the successful provision and the enthusiastic leader's positive effect on children's experiences and learning.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 2

The reporting inspector

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

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 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