



*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 Ty'r Cymry  
11 Gordon Road  
Roath  
Cardiff  
CF24 3AJ**

**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

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## Context

Cylch Meithrin Ty'r Cymry is based on the ground floor of a large terraced house in the Roath area of Cardiff. It is long established in the locality and serves this area of the city. It is a Welsh medium setting and a registered member of the Mudiad Meithrin.

The setting is managed by a volunteer committee and is an educational provider as a member of the Cardiff Early Years Development and Child Care Partnership.

The setting provides education on five mornings a week from 9 a.m. – 12 noon, during school term time. It also provides a breakfast club from 8.30 a.m. and lunch and supervision for children who attend school on a half day basis. Children attend from age two and a half years and move on to the next stage of their education following their fourth birthday.

The setting is registered by the Care and Social Services Inspectorate Wales (CSSIW) to accommodate a maximum of 18 children at any one time. Currently there are 24 on the register. During the inspection there were 13 three year olds present, of whom 7 are funded.

A minority of children come from homes where Welsh is the language spoken, whilst about half come from homes where one parent is Welsh speaking. The remainder come from homes where English is the spoken language. There are no children present with additional learning needs.

The leader has been in post for five months (January 2015) and she is assisted by a long established deputy and an assistant.

The setting was last inspected by Estyn in 2009 and by CSSIW in 2015.

## 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:

- most children make good progress during their time in the setting and achieve well;
- most children have well developed Welsh language skills;
- the quality of relationships between staff and children is very good and based on mutual affection and respect;
- there is a welcoming and happy ethos and children settle in quickly;
- effective arrangements are in place to encourage children to eat and drink healthily and to take regular exercise; and
- the setting is caring supportive community where all children are well looked after.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the leader provides a clear sense of purpose to the setting's work;
- practitioners work effectively as a team;
- practitioners are strongly committed to children's development and wellbeing;
- the management committee is active and strongly supportive of the setting; and
- it provides good value for money.

## Recommendations

R1. Develop assessment procedures that clearly identify children's skill development and to highlight the next steps in children's learning.

R2. Plan learning opportunities well matched to children's ability and prior attainment and to provide them with sufficient challenge.

R3. Increase provision for developing children's information and communication technology (ICT) skills.

R4. Review arrangements for snack time.

R5. Draw up a development plan to indicate how improvements are to be undertaken.

### What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.'

## Main findings

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

Most children make good progress in their learning during their time in the setting and achieve well. Nearly all children listen attentively to stories and recall previous learning. For example, they remember that caterpillars turn into butterflies as they grow and that they consume foods.

Nearly all children understand simple instructions given in Welsh and respond positively, for example when tidying up and preparing for circle time. Many children have a good and developing vocabulary and can communicate confidently with each other and adults. About half of the children are able to communicate at length in the Welsh language.

The majority of children recognise their name in print as when registering their attendance. A few children enjoy looking at story books with an adult and are beginning to follow the words. These children handle books carefully and appropriately.

Most children practice early writing skills appropriately using crayons, chalk and coloured pencils. The majority understand some of the purposes of writing as making notes in their toy shop.

Nearly all children are able to count reasonably accurately, such as when counting the number of children present during registration. A few can undertake simple addition, such as ten plus one is eleven. Many children are able to sort objects according to colour and shape. These children have a developing mathematical vocabulary, such as “empty and full”, as when playing with water. Most children use their number skills appropriately in various activities across the curriculum.

There are insufficient opportunities for children to develop their information and communication technology (ICT) skills.

Most children use a range of small tools with a reasonable degree of control, such as when gluing shapes or using scissors to cut paper shapes. All children handle paint brushes purposefully and mix liquid paints. Most children are actively engaged in physical activities, such as riding their tricycles, showing good control.

All children’s personal and social skills are developing well. Day-to-day activities encourage the children to share and respect each other and this contributes well to the harmonious relationships that exist in the setting.

## **Wellbeing: Good**

All children enjoy coming to the setting and are quickly involved in activities set out for them. Practitioners greet the children and relationships are very good. Children are happy to see their friends and eager to play with them and to share toys and resources. Children are confident and independent and enthusiastic to be involved.

In group sessions, such as circle time, children are eager to answer questions and to contribute their own ideas. All children sing Welsh songs and rhymes enthusiastically and especially action songs. All children show a pleasing attitude and behave well.

The majority of children understand the importance of washing their hands as part of personal hygiene and know the importance of eating and drinking sensibly. All children enjoy taking regular exercise and many understand the importance of regular physical exercise in order to stay healthy.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Adequate**

Practitioners plan collaboratively and in line with the requirements of the Foundation Phase. A thematic approach is used and children's views and ideas are incorporated. This ensures that the provision matched children's interests.

Weekly planning provides appropriate opportunities to develop children's communication skills. Children's numeracy skills of counting are suitably developed as well as wider skills such as the knowledge and understanding of living things. Their creative and physical skills are included within a range of interesting activities. There are inadequate opportunities for children to develop their ICT skills.

Overall, however, the planning does not include sufficiently differentiated work that is well matched to children's ability and prior attainment. Planning does not show clearly how children's knowledge, understanding and skills are to be developed systematically.

This is a Welsh medium setting and practitioners strive well to converse with the children in Welsh. Practitioners are fluent natural Welsh speakers who converse with one another in the language and this emphasises to children that Welsh is a living language. Staff provide ample opportunities for children to discuss their activities, sing Welsh songs and rhymes and listen to stories in Welsh. Circle time provides opportunities for children to answer questions and to reinforce their developing Welsh

vocabulary. The setting is highly successful in developing and enriching children's oral Welsh language.

Beneficial opportunities are provided for children to learn about Welsh traditions and celebrations. These include celebrating St. David's day through dressing up and making Welsh cakes. St. Dwynwen's Day is celebrated by making cards. Children receive appropriate opportunities to learn about other cultures and traditions through, for example study of the Chinese New Year.

The setting makes imaginative use of its location by arranging worthwhile visits, such as to the children's Christmas concert in the city. Visits are also made to seaside locations from the local station as well as to the local park. Such initiatives suitably broaden children's experiences. Children learn about growing seeds and the need to care for them through garden activities. Children also make compost of waste and these experiences enrich the children's knowledge and understanding about sustainability.

### **Teaching: Good**

Practitioners have a thorough understanding of the Foundation Phase and provide children with a wide range of activities. Relationships between adults and children are good and based on mutual affection and respect. Staff know the children well and are responsive to their needs.

Practitioners have high expectations of the children and provide them with appropriate support. Practitioners are good language role models and as a result children are developing a good Welsh vocabulary. Questioning is used purposefully to develop children's thinking skills.

There are ample opportunities for children to select activities and practitioners ensure a good balance between child-initiated activities and activities directed by adults.

Opportunities are provided for children to plant and grow fruit and vegetables which they later consume during snack time. They realise the importance of recycling and waste materials are put in their recycling bin.

Teaching sessions proceed at an appropriate pace in the main although occasionally children became disinterested when engaged in overlong activities.

Purposeful assessment is at an early stage of development. The setting maintains individual child profiles which contain annotated pictures describing children's achievements. These profiles provide a useful picture of each child's strengths. The notes, however, are not sufficiently directed at identifying individual's skill development, particularly children's communication and numeracy skills. Neither do they provide a clear indication of a child's progress nor highlight the next stage in their learning.



Assessment is not used effectively to plan activities that consolidate and extend children's learning and to challenge them.

Parents, in discussion, are pleased with the progress their children make during their time at the setting. Children are reported as developing good social skills as well as competence in the Welsh language.

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

There are effective arrangements in place to support children's health and wellbeing. Induction arrangements ensure that children settle quickly into the setting. Children arrive happily and are soon actively involved in activities set out for them. Children are suitably encouraged to eat healthily, to take care of their personal hygiene and to take exercise. Practitioners have clear expectations of the children and strategies that promote good behaviour are in place. Day-to-day activities are well focused on developing strong social behaviour including honesty, fairness, respect and an appreciation of right and wrong. Children come to recognise the need to care for and help each other and an awareness of different cultures and traditions.

The setting is a safe learning environment. The front door is kept locked at all times, ensuring that no one can leave or enter unannounced. The outside is completely enclosed and children using the area are always supervised. Staff have attended relevant professional training courses and are well aware of their responsibilities in terms of safeguarding children. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Risk assessments are completed appropriately.

There are no children with additional learning needs at present. The leader has a clear understanding of the required procedures.

### **Learning environment: Good**

The setting is an inclusive community that provides children with equal access to all aspects of the curriculum. Children enjoy attending the setting, they arrive showing high expectations for the session and are soon fully involved in activities set out for them. Children are warmly welcomed by the staff and this establishes a happy, warm ethos that is maintained throughout the session. Practitioners value and respect individual children and are sensitive to their backgrounds and specific needs.

The setting is appropriately staffed by adults who have the experience needed to meet the requirements of the Foundation Phase. The setting is, overall, adequately resourced but resources are not always accessible to children. The setting is inadequately resourced to support children's ICT development.

The outside facilities are immediately accessible to the children and are a worthwhile facility and much enjoyed by the children. The outside provides well for developing

children's physical and creative skills. There are also suitable areas for growing plants and for role play.

<b>Key Question 3:How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The leader has a clear vision for developing the setting which includes giving particular attention to developing the Welsh language. Her vision is effectively conveyed to all involved with the setting.

Practitioners work effectively as a team and show a strong commitment to providing a worthwhile education for the children. Through regular discussion and close co-operation staff have focused on ensuring high standards, particularly in developing children's Welsh language skills and meeting children's individual needs.

The leader works closely with the chair of the management committee. The chairperson is a regular visitor to the setting and is well aware of standards achieved. Her involvement is crucial to the success of the setting. The committee meets regularly and keep in touch frequently and provide effective support for the setting. This is good practice.

Performance management procedures have been put in place but due to the short time scale since the leader was appointed, they have not, as yet, taken place.

### **Improving quality: Good**

The leader has a clear understanding of the strengths of the setting and the areas that need to be improved. The regular staff meetings and informal discussions after children leave have enabled the leader to become acquainted with the setting.

The leader has produced a detailed self-analysis in conjunction with her colleagues and local authority advisory teacher. The self-evaluation is based on the Estyn criteria and provides a link to the evidence base. The leader has identified areas for improvement in the development plan, including a time scale.

The setting is monitored regularly by the local authority advisory teacher and until recently by the Mudiad Meithrin Development Officer.

The leader takes good account of parent's opinions and incorporates their wishes as far as possible. The management committee is also very supportive and makes a highly effective contribution to the development of the setting.

Practitioners have received appropriate training including safeguarding of children and teaching of the Foundation Phase. This is having a beneficial result on children's achievement and wellbeing. All staff are anxious to maintain their

professional competence and, as such to gain further training for the teaching of literacy and numeracy in the new curriculum.

**Partnership working: Good**

The setting has a range of partners who contribute effectively to the quality of provision and to children's development.

A worthwhile and a very beneficial relationship exists between the setting's staff and parents. Relevant information is provided for them through regular informal conversations, letters and the notice board situated in the hallway. Parents, in discussion reported on their complete satisfaction with the setting and appreciate the open-door policy and regular opportunities to discuss their children's development with the leader and the practitioners.

The setting has valuable links with Ysgol Mynydd Bychan and children become familiar with the nursery teacher before they transfer. This eases the transition experiences for the children as they start in their new school.

The setting makes good use of its location towards the centre of the city. This enables children to attend many performances such as Christmas concerts in the city theatres. The adjacent railway station has enabled visits to be made to seaside locations. The local park also provides for attractive visits illustrating seasonal change. Local shops enable children to select healthy foods for snack time.

The setting also benefits from the advice and suggestions made by the local authority advisory teacher.

**Resource management: Good**

The setting is appropriately staffed to meet the needs of the Foundation Phase curriculum and to provide effectively for the children's wellbeing and educational development. Practitioners function well as a team supporting one another and being actively involved in planning the learning experiences.

The setting is adequately resourced and children benefit from immediate access to the outside area. The outside area is well used to provide learning experiences across the curriculum. Considering that the setting is based in a densely populated residential area, the outside comprises a valuable resource. It provides an acceptable surface for wheeled toys and areas for growing fruit and seeds. Internally the accommodation is restricted and storage areas not always well used to allow children access to resources and to learn good practice of returning them to their storage area.

The leader and the management committee have a clear understanding of the budget. Expenditure decisions are prioritised in line with the needs of the setting.

Overall, money is carefully controlled and in view of the outcomes attained by children, 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

Mr Eifion R Morgan	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.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.