



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

**A report on**

**Cylch Meithrin Y Diwlith  
313 Bridgend Road  
Maesteg  
Bridgend  
CF34 0AX**

**Date of inspection: November 2015**

**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:

<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 Y Diwlith is a Welsh medium setting located in the town of Maesteg, in the local authority of Bridgend. It meets in a large building that has been adapted on two floors for nursery provision. The setting is open for five days of the week and it has four members of staff.

The setting's registration allows it to take up to 40 children. It admits children from between two and three years of age. At the time of the inspection, 16 children attended, none of them currently funded by the local authority.

Nearly all the children are of white British origin and they all speak English as their first language. Very few children have additional learning needs.

The leaders began their posts in September 1999 and one of them is the registered person. The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in January 2015. Estyn's last inspection was in December 2009.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

Although aspects of the teaching and assessment need improving, the setting's current performance is good because of the:

- Learning experiences, which are generally planned well
- Positive relationships between adults and children
- Care of the children, which is diligent
- Successful use of resources inside the building
- Purposeful partnerships with the local community and parents and carers

### Prospects for improvement

Although some of the systems to improve quality need developing, the setting's prospects for improvement are good because of the:

- Sound awareness of the leaders that effective strategic planning will enhance provision and children's outcomes
- Appropriate awareness of the leaders that developments to the building and resources will improve children's outcomes
- Eagerness to use support from external agencies
- Determination of the leaders to maintain and develop the building through grants and community support
- Readiness of the leaders to fundraise and improve resources over time

## Recommendations

- R1 Challenge individual children in line with their abilities
- R2 Complete regular assessments that lead directly to the next steps in children's learning
- R3 Develop and enrich the resources and experiences in the outdoor area
- R4 Ensure that the targets in the development plan derive directly from the setting's self-evaluation
- R5 Ensure that all staff attend regular training and effective opportunities to develop professionally

### **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

### 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 there were not enough relevant children present at the time of the inspection upon whom to report 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 there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

### Key Question 2: How good is provision?

Good

#### Learning experiences: Good

In general, the curriculum meets the philosophy of the Foundation Phase well. It ensures that many children make good progress in their learning. The curriculum builds suitably on many children's previous knowledge and experiences. It includes interesting activities for the development of many children's skills across the curriculum, particularly numeracy skills in the indoor environment.

All staff contribute sensibly to the weekly planning of the curriculum. The leaders co-ordinate this efficiently and the views and ideas of all staff are considered well. The curriculum is flexible to allow staff to follow children's interests, especially inside the building.

Leaders plan day-to-day activities efficiently and children have the freedom to select their own tasks and activities. Literacy and numeracy tasks are evident and they are generally planned well. This is less evident in the outdoor area. Good opportunities are also provided for the children to develop their physical, creative and thinking skills through the use of large toys indoors, construction tasks and role-play activities. The majority of adults communicate suitably with the children in Welsh. Staff encourage the children to respond in Welsh and they are positive about the use of the language in daily activities.

The setting makes beneficial use of visits and visitors to enhance children's learning experiences successfully. For example, visits to local shops and businesses and the fire station add interest to the curriculum, which develops and extends the children's experiences effectively. Visitors, which include dental nurses, police officers and characters from Welsh storybooks, affect children's learning experiences positively. The provision for developing the children's information technology and

communication (ICT) skills is good. Staff direct the children purposefully towards the use of technological resources like computers, cameras, tills and electronic toys.

The traditions and celebrations of the culture of Wales are emphasised well. This is done through celebrations, such as Saint David's day and Saint Dwynwen's day and visits to local beaches and railway attractions. The majority of staff sing and recite Welsh nursery rhymes during the sessions, which helps the children's understanding of the language. Staff promote children's awareness of other cultures well. For example, the setting celebrates festivals, such as, Chinese New Year and Diwali.

### **Teaching: Adequate**

Staff have good practical knowledge of children's development and a suitable understanding of the requirements of the Foundation Phase. There is a 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. However, staff do not stimulate children successfully during focus activities to ensure that individual children are challenged appropriately in line with their abilities.

Staff co-operate effectively. All children choose sensibly between adult-led activities and child-led activities. However, at times, staff intervene too much and they do not allow children to develop their independent skills successfully.

Staff model language appropriately in order to develop children's thinking and communication skills. Staff encourage children to evaluate sensibly as they discuss stories and describe what they've constructed independently. In the building, staff provide an interesting environment that ensures successfully that all children take part and enjoy. However, the teaching in the open air is not stimulating.

Appropriate assessment procedures exist. Staff complete the records of children's achievements suitably. However, assessments do not lead, with enough detail, to individual children's targets and the next stages in their education. The setting informs parents and carers well about their children's achievements and the information is available to them at any time.

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

The setting's provision for ensuring children's health, wellbeing, spiritual, moral, social and cultural development is effective. Staff foster values, such as honesty, fairness and respect consistently through day-to-day activities. They work diligently to promote children's self-esteem and confidence. Children have good opportunities to reflect, pray, discuss their feelings, and they learn to take turns. Snack time is a social occasion and children are encouraged purposefully to take responsibility for serving toast and sharing milk. The setting makes appropriate arrangements for promoting healthy eating and drinking. All children clean their teeth every day, which encourages dental care effectively.

There are good opportunities available for all children to recycle paper, plastic and food. This is beginning to develop their understanding of sustainability effectively.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. The setting provides a safe environment. The doors are locked and only opened by a member of staff. Consequently, no one can enter or a child leave unaccompanied. The outdoor area is enclosed within the setting's boundary and the gate is locked and monitored when the children are outdoors. Good care is taken when children are being collected to ensure that they are in the care of their parents or of a known carer.

There are sound processes in place to support children with additional learning needs. Both leaders are the additional learning needs co-ordinators. They are familiar with the necessary procedures for supporting children with additional needs and use outside support well.

### **Learning environment: Good**

Through daily activities and the attitudes adopted by staff, the setting promotes a positive ethos. Staff know children well and their individuality is recognised. All children have equal access to an interesting curriculum, although the lack of a suitable outdoor area limits this somewhat. The setting uses positive behaviour strategies well, which removes any disruption or aggressive behaviour.

The setting's staff have suitable qualifications and good experience. The adult to child ratio is favourable. Staff's expertise is used efficiently when planning learning experiences and supervising activities. The setting uses its resources successfully in the building to meet the requirements of the Foundation Phase and children's needs. Resources are accessible to all children, which promotes the children's sense of responsibility well. Resources are shared effectively between focus tasks, continuous and enrichment activities.

The outdoor area is very restricted. The setting grows plants in pots and a few growing areas. However, the opportunities available for children to grow plants and play with large toys outdoors are very limited and they are not challenging, interesting or stimulating.

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

Staff understand their roles and responsibilities fully and co-operate well as a team. The leaders have a sound awareness that effective strategic planning enhances provision and children's outcomes. They use guidance from external agencies, such as the local authority and the Mudiad Meithrin, sensibly. They also use expertise from the Wales Pre-school Providers' Association at times for administrative support and to ensure that the setting is insured effectively. This practice ensures the best use of expertise to support the setting.

The development plan identifies areas for improvement reasonably accurately. The strategic plan's targets have a positive effect by creating improvements over time. However, the targets do not arise in enough detail from the self-evaluation report.



Staff training is developing appropriately. The leaders are generally efficient and give good consideration to legislation and their management systems meet requirements. The trustees support the setting when needed. The setting gives good consideration to national priorities, including implementing the Foundation Phase curriculum suitably.

### **Improving quality: Adequate**

When producing the self-evaluation, the setting considers the comments of most agencies involved with the setting appropriately. However, there is not an effective link between the self-evaluation and the targets in the development plan.

Even though some of the setting's needs are noted suitably in the development plan, there are no specific references about them in the self-evaluation. The leaders discuss the development plan confidently, however, they are not clear about the process that they used to arrive at their targets. The areas for improvement include developing the literacy and numeracy framework when planning, improving re-cycling practices, developing an investigation area and providing a new carpet in the computer room. A few recommendations from the previous inspection remain as areas of development.

The setting targets these areas effectively against success criteria and time scales. Leaders note the monitoring responsibilities sensibly. The leaders, staff, local authority, Mudiad Meithrin and the trustees give them appropriate priority when developing the setting. Staff make suitable use of professional learning experiences, however the provision of recent training opportunities is inconsistent.

### **Partnership working: Good**

There is an effective relationship between the setting and parents, the town's community and several local organisations and businesses. There is a detailed booklet for parents and carers, which provides them with relevant details about the setting.

By the time children leave the setting, they are prepared suitably for the next stage in their education at school. The setting notes that their links with the local school are positive and transition systems are improving. As a result, children are more familiar with the school's procedures before they begin full-time education.

Sound and effective partnerships exist with a range of community organisations. The partnerships with the Mudiad Meithrin, the local authority and the Wales Pre-school Providers' Association are appropriate. They help the setting progress appropriately with administrative, legislative and practical tasks.

**Resource management: Good**

The leaders have managed the upkeep of the building well. Resources are funded and managed efficiently to support learning and to create improvements to the setting, especially indoors. The leaders and trustees ensure that the setting has sufficient staff with appropriate qualifications, which supports the children's learning experiences, their care and the indoor learning environment well. The staff make good use of the building and the local area to provide a range of interesting learning experiences.

The staff work together effectively and they use the support of the local community well to promote concerts and fund raising activities. Sensible use is made of all the available resources. They are accessible to the children.

Even though aspects of teaching, self-evaluation and the outdoor area need improving, the general provision and the commitment of the leaders and staff means that the setting provides good value for money.

# Appendix 1

## Stakeholder satisfaction report

### Responses to parent questionnaires

*denotes the benchmark - this is a total of all responses 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.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	13	11 85%	2 15%	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.	13	9 69%	4 31%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	1%	0%		
Children behave well in the setting.	12	11 92%	1 8%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	12	10 83%	2 17%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	12	11 92%	1 8%	0 0%	0 0%	1	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.	12	10 83%	2 17%	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.	13	12 92%	1 8%	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.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	28%	1%	0%		
I am kept well informed	13	11	2	0	0	0	Rwy'n cael gwybodaeth

	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	
about my child's progress.		85%	15%	0%	0%		gyson am gynnydd fy mhlentyn.
		63%	31%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	13	11	2	0	0	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		85%	15%	0%	0%		
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	13	11	2	0	0	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		85%	15%	0%	0%		
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	11	9	2	0	0	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		82%	18%	0%	0%		
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	12	9	3	0	0	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		75%	25%	0%	0%		
		64%	32%	4%	1%		
The setting is well run.	13	12	1	0	0	0	Mae'r lleoliad yn cael ei redeg yn dda.
		92%	8%	0%	0%		
		82%	17%	1%	0%		

## 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](http://www.estyn.gov.wales))

## 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.