



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 Llys  
Ysgol Y Llys  
Princes Avenue  
Prestatyn  
Denbighshire  
LL19 8RP**

**Date of inspection: May 2016**

**by**

**Nicholas Jones  
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 Llys is a Welsh medium setting located in Ysgol Y Llys, Prestatyn, in the Denbighshire local authority. It opens for five days a week and the setting has five full time and two part time practitioners.

The setting's registration allows it to take up to 27 children in a session. It accepts children from two and a half to three years old. At the time of inspection, 26 children attended. The local authority funds 16 of them. Flying Start funds younger children in the afternoons.

Nearly all children are of white British origin. No child speaks Welsh as their first language. Currently, there are very few children with additional learning needs.

The leader began her post in September 2002. The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in September 2015. Estyn last inspected the setting in April 2010.

## 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 of the:

- Children's promising progress in all areas of learning
- Children's positive attitudes towards tasks
- Children's responsible behaviour, indoors and outdoors
- Well planned learning experiences
- Effective teaching
- Diligent care of the children
- Stimulating learning environment
- High quality resources
- Positive relationships between adults and children
- Effective co-operation between staff

### Prospects for improvement

The setting's prospects for improvement are good because of the:

- Purposeful provision and the clear direction to the setting's work by the leader
- Regular and appropriate self-evaluation systems
- Practitioners' positive and active attitudes towards development and training
- Effective use of support services such as the local authority and Mudiad Meithrin
- Committed work of the supportive management committee
- Very effective relationship with the school

## **Recommendations**

- R1 Use daily assessments to target the next steps in individual children's learning
- R2 Provide more opportunities for children to move independently between the indoor and outdoor areas of learning
- R3 Refine the self-evaluation process to demonstrate how the setting identifies development targets

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Most children achieve good standards by the end of their time in the setting, given their starting points. They make steady progress in what they can do on a daily basis, and in their knowledge, understanding and skills.

Most children express their feelings and emotions through role-play, mime and maintaining sensible discussions with adults and each other. They explain clearly the difference between feeling 'happy' and 'sad' when discussing a story and its characters. Nearly all children speak clearly and make sure that others understand them in tasks. They listen to instructions from adults and peers and implement them effectively. Many children use appropriate language in spontaneous and structured play, such as when they discuss the use of scissors and glue to create a colourful chick with feathers. Nearly all children understand what to do when directed in Welsh and around a half of the children use Welsh without prompting.

Many children show interest in books and enjoy their content when discussing characters and events confidently with adults and other children. The majority of them choose to handle the books as natural readers. Most follow stories read to them sensibly. They respond well to the content of the story and discuss the adventures of the three little pigs and the wolf sensibly.

Many children experiment with mark making effectively. They enjoy the writing experiences through using a variety of media such as paint and chalk. Many children understand some of the functions of writing by recognising their own and each other's names and sharing ideas about what they are trying to note on paper or on the wall with chalk. Many children mark make independently when painting, handling pencils, colouring with crayons and tracing the circumference of a compact disk on paper.

Most children choose and use ideas, mathematical tools and materials to solve practical problems effectively. They use mathematical language purposefully and in relevant contexts. Most count, recognise and name numbers to five confidently and a very few count to 10 and beyond. They count trucks as they run down the slope in the outdoor area and they decide successfully which trucks are 'slow' or 'fast', according to their size.

Nearly all children use a good range of mathematical language when playing together. For example, they describe animals and objects as 'small', 'middling' and 'big' when discussing photographs of farm animals and noting the difference between 'full' and 'empty' when filling buckets with sand. They also use numbers practically and successfully when discussing 'less than' and 'greater than' when comparing two and three-dimensional shapes. Nearly all children group different types of objects by colour, size and shape correctly. They discuss different shapes sensibly while playing with dough and painting. They also consider the properties of different shapes whilst hunting them in the outdoor area.

Most children listen to music with enjoyment and respond enthusiastically to nursery rhymes. They use technology as they role-play confidently in the kitchen and in everyday activities such as using a portable phone and a calculator. They use buttons skilfully to start a compact disk player to listen to familiar songs and rhymes. Most of them have developed good thinking skills and this is having a positive effect on their learning and the standards they achieve. For example, they work with others intelligently when discovering numbers under ducks in water. Many children use the computer and information and communication technology (ICT) equipment, such as cameras and electronic toys effectively. They use the computer skilfully to control programs such as colouring sheep correctly.

**Wellbeing: Good**

Nearly all children, in relation to their age, have a good understanding of how they can stay healthy. They wash their hands thoroughly before eating their snacks and drinking. They do this without much encouragement. They have a good understanding that a healthy diet includes fruits and vegetables. The minority of children explain intelligently that exercise keeps you fit and physical activities make your heart beat faster.

Nearly all children behave well. They are polite and respond with respect to adults and each other. Most children show good levels of self-confidence, for example when preparing for snack times and when dressing themselves for outdoor play. Nearly all children show motivation and interest in their learning. They enjoy the activities in the areas of learning and share and work sensibly with peers. Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave.

Most children demonstrate positive attitudes to new experiences and learning. They are aware of the needs of others and show them respect when sharing in tasks using paints, dough and soil. Many children are confident and independent learners. They enjoy their time at the setting and they are eager to discuss their favourite activities.

Most children understand that they have rights as individuals and that they have the right to express opinions, for example when deciding to remain at a task of their choice or to move on to another task. As a result, nearly all children show high levels of motivation, engagement and focus.

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

The setting delivers the curriculum effectively and it reflects the ethos of the Foundation Phase well. The learning experiences target children's needs and interests successfully and stimulate them to learn purposefully. The setting is developing opportunities for children to participate in the planning and express their interests in termly themes. This contributes well to their motivation.

Practitioners plan learning experiences thoroughly. Practitioners discuss themes and activities in weekly meetings and the leader organises the planning of the theme's

activities. Practitioners and children contribute their ideas to enrich the activities further. Practitioners therefore, collaborate effectively to provide flexible and successful activities.

The stimulating learning experiences, which include challenges with water troughs and scrambling eggs, provide continuity and progression in children's learning. The curriculum challenges all children in all areas of learning, especially in literacy and numeracy tasks. It builds systematically on children's existing knowledge, understanding and skills. However, it does not link consistently to the setting's assessment strategies to target the next steps in individual children's learning.

The setting plans in detail for the development of children's literacy, numeracy and thinking skills. Literacy and numeracy tasks are evident in all areas of learning, which challenges every child consistently. The provision for these skills is co-ordinated efficiently so that there is coherence in the children's experiences across the curriculum. The setting's provision for Welsh language development is very good. All practitioners model the language effectively. They encourage children to use Welsh as much as possible in their learning through innovative practices led by key workers with specific groups of children.

The materials and methods of delivery are adapted well to make the curriculum accessible to all children. The planning of mark making and number tasks across all areas of learning are stimulating and engaging. They are progressive and challenging, which encourages children to mark make and investigate the properties of numbers and shapes.

The provision for developing ICT is evident through the use of a computer, electronic tablets, cameras and electronic toys. This enhances the children's ICT skills successfully. Practitioners provide positive opportunities for children to develop into independent learners. They focus on developing children's physical, thinking and creative skills intelligently.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences positively. For example, visits to the local community to post letters at the post office, visits to local farms, the library, a restaurant and café and superstores add interest to the curriculum. Visitors, which include the emergency services, a dental hygienist, a farmer with lambs and a midwife, teach children purposefully about people's roles in their community.

The practitioners provide engaging learning opportunities that encourage children to show respect and tolerance for people from all cultural backgrounds. This includes celebrating the Chinese New Year. These planned experiences develop a better understanding of the world for children. The setting promotes children's awareness of the traditions and celebrations of the cultures of Wales successfully, which includes celebrating Saint David's day and Saint Dwynwen's day.

### **Teaching: Good**

All practitioners have up to date information about child development and are knowledgeable about the requirements of the Foundation Phase. They have high expectations for all children and challenge children constantly in every focus task. The leader and practitioners have a sensible balance between activities initiated by



children and led by adults. They intervene purposefully in children's play and activities to stimulate and motivate the children. All practitioners are very positive as children arrive and they continue with this enthusiasm throughout the session.

The system of sharing duties is established. Practitioners work effectively together and share information about children regularly. All practitioners are active and understand the importance of providing broad opportunities to learn through play and practical involvement. The setting's key worker system is very effective. It targets the development of Welsh words and language patterns successfully through persistent and influential reinforcements at the start of every session. This is very good practice.

Practitioners manage children's behaviour positively, safely and effectively. They are very good language models themselves and provide an exciting environment inside and outside the building. This encourages children's participation and enjoyment successfully in all activities. They use effective questioning to develop children's thinking and communication skills. A strength in this area is the willingness of practitioners to get the children to appreciate their own work and the work of other children regularly, especially during focus tasks.

The daily records of progress kept by practitioners are thorough. The practitioners include children in assessing their own learning and discuss sensibly with children what they need to do to improve their work. Practitioners lead this purposefully during the session's plenary with their own small group. All practitioners complete daily assessments regularly and consistently. However, the practitioners do not target the next steps in individual children's learning with enough rigour.

The setting informs parents and carers appropriately about their children's achievements. The information is available to them at any time through the setting's open door policy that encourages discussions.

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

Effective arrangements exist to support the health and wellbeing of children. These arrangements contribute well to the development and general welfare of children and support their learning effectively. The setting offers positive opportunities to promote the spiritual, moral, social and cultural development of children. For example, practitioners use puppets sensibly to focus on individual's morals and to consider each other's feelings. Therefore, they foster values such as honesty, fairness and respect successfully.

Worthwhile opportunities are available for children to reflect, discuss feelings, say thank you and pray daily. This is evident as they take turns politely when eating snacks and drinking milk and water around the dining table. The daily helper assists well when serving snacks and drinks. The setting has appropriate arrangements to promote healthy eating and drinking.

Practitioners provide regular opportunities for children to re-cycle paper, cardboard, plastic and food. They also compost food in the school's compost area. This begins to develop their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which eliminate any form of harassment or oppressive behaviour. Children are happy and safe in the company of adults at the setting and they often ask for help and support. All practitioners have suitable qualifications and experience and the ratio of adults to children is very favourable. Practitioners' expertise is used well when teaching and supervising activities.

The setting is a safe environment and the practitioners take good care of children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's learning needs well when they join and during their time at the setting. The setting reviews children's progress regularly and the identification of children's start points at the setting is thorough. Therefore, the setting targets children well with additional support. The practitioners discuss these with appropriate agencies when the need arises. The leader is the additional learning needs co-ordinator and she is very familiar with the procedures necessary to support children.

### **Learning environment: Good**

The setting is an inclusive community where all children have equal access to all the areas of learning and equipment. Practitioners know the children well and their individuality is recognised. Every child has equal access to an interesting and varied curriculum inside the building and in the outdoor environment.

The setting promotes a positive ethos through the daily activities and the approach adopted by the practitioners. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully through the celebration of different festivals from around the world such as the Chinese New Year and with dolls from different cultures.

The setting uses its resources purposefully to meet the requirements of the Foundation Phase and children's needs. The extensive resources are accessible to children, which promotes their sense of responsibility successfully. Continuous activities, focus tasks and opportunities to enrich learning share resources effectively, and their use by the children have a positive effect on their learning.

Children are encouraged to move freely around the areas of learning and to participate in various activities. However, this does not include free movement between inside and outside the building to experience all the learning areas in the outdoor area.

An effective outdoor area exists, which includes growing and planting areas. The practitioners use the school's facilities well. This includes the regular use of the school hall to promote children's physical development for dancing and physical exercise. The setting also uses the school's grounds for environmental investigations such as bug hunts, leaf collection and building shelters. The setting is part of the school building. As a result, it is of suitable quality, well maintained and safe.

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

The leader promotes and sustains improvements successfully. The leader manages teaching and learning well and all the practitioners' expectations are high. The leadership ensures that outcomes for children are good.

The leader and the supportive management committee ensure that practitioners understand their roles fully and they work together enthusiastically as a team. They use the guidance of outside agencies effectively such as the local authority and the Mudiad Meithrin. This practice ensures the best use of practitioners' expertise.

The caring leadership motivates practitioners towards improvements in positive, sensible and supportive ways. The leader and practitioners plan purposefully to provide interesting experiences for children inside and outside the building.

The leader uses relevant information about the setting consistently to create improvements such as the mud kitchen and planting areas in the outdoor area. She has a clear focus on ensuring progress against the setting's priorities. However, how the setting identifies these priorities is unclear occasionally.

The appropriate development plan is a working document. There are suitable priorities for improvement identified through regular self-evaluation procedures. The management committee's support ensures that funds and resources are available to meet the improvement objectives.

The practitioners receive relevant and appropriate training, which has a positive impact on the quality of provision. Policies are operational and the setting meets local and national priorities such as implementing the requirements of the Foundation Phase and the new assessments to identify the starting point of every child effectively.

### **Improving quality: Good**

The self-evaluation takes purposeful account of the views of practitioners, parents and carers, the local authority and the Mudiad Meithrin. This is beneficial to the development of the setting. The leader clearly demonstrates how she and the practitioners have improved the provision over time, by adopting different strategies and accepting valuable advice from others. This includes the recent developments in the outdoor area and designating key workers to specific groups of children at the beginning and end of each session, which affects children's language skills in Welsh significantly.

All the practitioners are knowledgeable about the setting's current work. The leader and senior practitioners have established consistent procedures to monitor children's standards and the provision. Working together effectively day-to-day achieves this. The leader assesses conscientiously and the other practitioners share ideas sensibly. The management committee uses funding efficiently for resources and high staffing levels.

The areas for development are recognised appropriately such as the need to improve children's counting skills and the opportunities to re-cycle. The leader takes steps to maintain effective practice and implement changes. Appropriate links exist between the self-evaluation and the targets of the development plan, which focus on improvements in the setting. A positive culture of self-evaluation pervades the setting's work. However, it does not always lead with enough detail to how and why certain areas need developing further through specific targets.

Practitioners are open to new ideas and are willing to experiment with different ways of working. The practitioners are very receptive to new ideas, suggested by the local authority and Mudiad Meithrin's advisory teachers. For example, advice on how to improve the self-evaluation, through marking the setting's work against specific criteria, has affected the quality of learning experiences and teaching well. This has a positive effect on children's learning and wellbeing.

### **Partnership working: Good**

The setting works strategically with partners to improve provision and children's standards and wellbeing. The impact of strategic partnerships on children's standards and wellbeing is significant, especially the setting's very strong links with the school. The setting is located in the school and it has a very successful relationship with the school staff, which includes the nursery teacher advising and teaching in the setting for one tenth of the week. This supports children's transfer arrangements very well. The arrangements for transferring assessments and personal information are effective and benefit the children as they settle at the school.

The setting's partnership with the local authority and the Mudiad Meithrin is also beneficial. A positive relationship with the local authority's advisory teacher and the Mudiad Meithrin's officer enhances the work of the setting.

The setting uses community links effectively to support children's learning, which includes participating successfully in school and local community activities. Practitioners work and liaise with a good range of other partnership groups, which make a strong contribution to improved provision. These include agencies that support the setting with first aid training, food hygiene courses, Foundation Phase training and safeguarding training.

Practitioners take active steps to involve parents and carers in the setting's life. The setting regularly informs parents and carers about all aspects of the setting's work. The setting encourages them to offer their own opinions on matters to improve the setting.

### **Resource management: Good**

The leadership is positive and it aims constantly to improve all aspects of the setting's work. It enables practitioners to develop and share their professional knowledge successfully. The strategic planning supports the effective teaching of all practitioners.

The leader and the management committee succeed in ensuring that the setting has enough qualified practitioners with appropriate training. It is a strong learning community, which has a culture of collaboration between practitioners and other partners involved with the setting, which includes strong links with the school. Performance management systems are thorough and lead to improved teaching.

The setting manages its resources purposefully to support learning and to create improvements in the setting. The leader and the management committee have a clear understanding of the budget and they prioritise spending in line with their planned actions for improvement effectively. The setting ensures that the use of money has a direct impact on children's achievements and wellbeing. The setting provides the best standards of accommodation and resources possible within its budget.

The setting provides good value for money because of the children's successful outcomes, the practitioners' effective provision and the purposeful leadership.

## 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.	12	11 92%	0 0%	1 8%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	12	9 75%	2 17%	1 8%	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.	12	11 92%	0 0%	1 8%	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.	12	10 83%	1 8%	1 8%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	12	10 83%	2 17%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	12	11 92%	0 0%	1 8%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	12	10 83%	1 8%	0 0%	1 8%	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.	11	10 91%	1 9%	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.	12	12 100%	0 0%	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.	11	8 73%	2 18%	0 0%	1 9%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	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 am kept well informed about my child's progress.	12	9 75%	0 0%	3 25%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	12	11 92%	0 0%	1 8%	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.	10	6 60%	4 40%	0 0%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	12	9 75%	2 17%	1 8%	0 0%	0	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.	11	8 73%	3 27%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	12	11 92%	1 8%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		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 seven areas 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 child minders 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.