



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

**Report following monitoring
Level of follow-up activity: focused improvement**

**Cylch Meithrin Tywyn
Tŷ Mabon
Neptune Road
Tywyn
Gwynedd
LL36 9ET**

Date of visit: December 2015

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Dyfrig Ellis	Reporting Inspector
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Outcome of visit

It is judged that Cylch Meithrin Tywyn has made sufficient progress in relation to the recommendations following the core inspection in June 2014.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing Cylch Meithrin Tywyn's name from the list of settings that need focused improvement.

Progress since the last inspection

Recommendation 1: Ensure rich and regular opportunities for children to develop early literacy, numeracy and ICT skills across the six areas of learning

Strong progress in addressing the recommendation

Practitioners ensure that they provide interesting, appropriate and regular opportunities for pupils to develop early literacy, numeracy and information and communication technology (ICT) skills in a range of contexts. Practitioners at the setting take advantage of every opportunity to develop children's key skills and strive well to speak Welsh to them and feed them polished language. The setting provides regular opportunities during the day for the children to listen to stories and sing Welsh nursery rhymes. This has a positive effect on their ability and confidence in speaking Welsh as they talk about their favourite characters and retell events.

Practitioners ensure that there are good opportunities for children to see written language across the setting, by labelling objects and resources in every area. These are varied and adapted to be timely, and give children an opportunity to use appropriate language in various situations. For example, the displays about the community, in addition to work on growing and measuring flowers, give children a good opportunity to observe objects closely and discuss what they see.

The children have many appropriate opportunities to mark and practise early writing skills during the day's activities in different learning areas. In general, the setting plans valuable activities for the outdoor area, which develop the children's literacy and numeracy skills appropriately, for example as they sort letters into the correct post boxes and mark on a large scale on the blackboards.

Numbers have a prominent place in displays in all parts of the building. Practitioners plan appropriately in order to ensure that children develop their skills in a range of areas during sessions.

Many children enjoy working on the computer, creating pictures and playing games that develop their language and literacy skills. The older children are confident in using programmable toys and this develops their problem-solving skills well.

The majority of children enjoy the learning sessions. Practitioners provide activities that are aimed purposefully at specific groups of pupils. These activities challenge the most able children and prepare them well for the next stage in their education.

Recommendation 2: Improve practitioners' assessment, planning and teaching in order to ensure good provision that leads to raising standards

Strong progress in addressing the recommendation

The setting has robust planning procedures that pay good attention to providing varied tasks. Daily activities ensure that children have stimulating experiences within the six areas of learning which enable them to make appropriate progress. Visits to the local community and specifically to the fire station contribute well to the children's experiences. The setting prepares plans that include regular opportunities to develop key skills for most children effectively, especially during practical activities. The plans generally build systematically on a knowledge and understanding of the children's previous attainment. Although planning work has an appropriate focus on developing the children's literacy skills, plans for developing numeracy skills during free activities have not been developed fully to date.

The setting has a definite order to the day, which helps the children to settle and become familiar with routine. Practitioners plan appropriate opportunities to enable the children to develop as independent learners by ensuring that they have a good understanding of the daily routine and what is expected of them. This has enabled many children to make decisions and take ownership of their learning. As a result, many pupils' level of commitment during focused activities is good. The setting provides a lively daily opening session that gives practitioners valuable opportunities to feed the children language regularly and gives them an opportunity to respond to questions about the weather and who is present. Useful opportunities are provided for children to learn from adults in their free play and by taking part in story and singing sessions.

Practitioners model polished language which has a positive effect on enriching children's oral language. This has a good effect on the ability of the majority to respond simply in Welsh. The setting ensures that the children have appropriate opportunities to develop their social skills during snack times and in the outdoor sessions.

The setting has revised its assessment procedures successfully in order to help practitioners to plan and this is having a positive effect on standards. All practitioners contribute to these assessments in order to complete records of the children's progress. This ensures that all practitioners have a clear understanding of individuals' needs in order to meet the needs of many of the children, especially those who are more able. This helps practitioners successfully to challenge individuals to achieve good standards.

Recommendation 3: Ensure that the setting's arrangements for safeguarding children meet requirements

Very good progress in addressing the recommendation

Leaders have adopted the Mudiad Meithrin's safeguarding children policy and the committee have accepted it formally. Practitioners follow appropriate procedures in relation to safeguarding consistently. The setting's safety in terms of access to the site is managed effectively.

In addition to the leader's training, all practitioners have received basic training on safeguarding. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Recommendation 4: Ensure that all staff attend training in order to improve their understanding of provision, teaching and management

Strong progress in addressing the recommendation

Training from Mudiad Meithrin officers and the local authority, as well as considerable input from the support teacher, has had a very positive effect on pupils' understanding of good practice in the Foundation Phase. As a result, they have a clear awareness of what needs to be provided and they plan purposefully in order to ensure a supportive learning atmosphere within the different learning areas. For example, they keep to a daily routine of activities and ensure that marking resources and play-doh are available at all times in order to develop the children's literacy skills. This ensures that the children settle quickly to their activities and persevere to complete their tasks. Practitioners often offer constructive oral feedback when working with the children and explain clearly what they need to do to improve their work.

Practitioners have received effective training in order to improve their understanding of the need to plan in more detail. The objectives of activities are now clearer and appropriate to the age and ability of nearly all the children. This leads to better provision for developing the children's literacy skills. Practitioners provide a very stimulating environment and create colourful displays that show respect for the children's work. The work on the walls has a clear focus on developing literacy and numeracy skills.

Practitioners are now more aware of the children's individual needs and, as a result, short-term plans identify some more comprehensive activities and challenges for focused activities. As new children of different ages and abilities begin at the setting, practitioners adapt their planning in order to meet these children's various needs and ability range.

The leader's understanding of her management responsibilities is developing appropriately. For example, she has ensured that planning and assessment arrangements receive good attention and this is having a positive effect on the children's outcomes. However, responsibilities have not been shared clearly enough so that all practitioners undertake specific aspects when planning and taking action to ensure improvement.

Recommendation 5: Form a management committee that is aware of its responsibilities and responds positively to them

Very good progress in addressing the recommendation

The management committee meets regularly and keeps detailed minutes of its discussions. Meetings have a clear focus on evaluating the setting's performance and members provide an appropriate challenge when discussing standards of

learning and teaching with the leader. Members of the management committee hold formal observations of the setting's work and provide an evaluative report for the remainder of the members. The report is a robust basis for discussing the setting's strengths in addition to the areas that need to be improved and developed further. As a result, committee members' understanding and ability in relation to self-evaluation are developing well.

The management committee co-operates closely with a local authority officer to act on the recommendations of quality reports. This enables them to help the setting to plan for improvement. By taking a more active part in the self-evaluation procedure, the management committee is now in a strong situation to support practitioners in their work of providing a wide curriculum that meets all children's needs well.

Recommendation 6: Improve the setting's self-evaluation processes and create a plan that focuses clearly on priorities for improvement

Very good progress in addressing the recommendation

The action plan that was produced following the core inspection is detailed, and identifies appropriately actions, outcomes, resources, the responsible individual and an implementation timetable. The setting has responded positively to the areas that need improvement and self-evaluation procedures now include practitioners, parents and the management committee.

The setting's self-evaluation procedures are appropriate and effective use is made of direct observations by a number of stakeholders. With the support of Mudiad Meithrin link officers and the local authority, the setting uses a range of beneficial activities successfully in order to identify strengths and areas that need to be improved. As a result, the leader's understanding of the self-evaluation and planning for improvement process is developing well and the setting's self-evaluation report is comprehensive and evaluative.

The management committee contributes well to the self-evaluation work. Members discuss with the leader what the setting does well, in addition to what needs to be developed. This has already had a positive effect on planning, the learning environment and the outdoor provision. As a result of the close co-operation that now exists, the majority of the priorities in the development plan link clearly to the outcomes of the self-evaluation procedure. For example, more detailed planning for developing children's literacy and numeracy skills across the curriculum is already having a positive effect on outcomes. The development plan contains quantitative targets and funding considerations as well as success criteria and staff responsibilities. This is a useful document and includes clear priorities for improvement.

Recommendations

In order to maintain this progress and improve upon it, Cylch Meithrin Tywyn should continue to maintain the level of progress that it has already made, and continue to address those inspection recommendations where more progress is needed.