



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

**A report on**

**Ddydd Hapus Dyrfa Nursery  
Cambrian House  
Glamor Terrace  
Burry Port  
Llanelli  
Carmarthenshire  
SA16 0LS**

**Date of inspection: October 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

Meithrinfa Ddydd Hapus Dyrfa is a bilingual nursery with a Welsh medium Foundation Phase for children aged three and four. It is based in a purpose built building in Burry Port near Llanelli. The nursery has been located in the current premises since 2003 having first opened in 1996. The Meithrinfa has recently (December 2014) undergone a change of ownership.

Most children attending are from Burry Port with a few from neighbouring towns and villages. The Meithrinfa is registered by the Care and Social Services Inspectorate Wales (CSSIW) to accommodate 58 children from birth to age eight years. Currently there are 18 children aged three years on roll, of whom 16 are funded. The majority of children come from English speaking homes, with relatively few coming from homes that are bilingual.

Welsh is the main teaching and learning medium and most children attend the local Welsh language primary school following their fourth birthday. Very few are recognised as having additional learning needs.

The Meithrinfa is open from 7.30 a.m. to 6 p.m. Monday to Friday for 51 weeks a year. Children attending the Foundation Phase class begin their day at 9.30 a.m. and leave at 12 noon.

The Foundation Phase staff comprise of two experienced practitioners who share leadership responsibilities (as from March 2015). The nursery provision was last inspected by Estyn in November 2009 and by CSSIW in April 2015.

## Summary

<b>The Setting's current performance</b>	<b>Adequate</b>
<b>The Setting's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The setting's current performance is adequate because:

- children are happy, settle quickly and feel secure;
- many children listen attentively to stories and join in enthusiastically with Welsh songs;
- nearly all children behave well and have good attitudes to learning;
- the setting provides children with a wide range of learning experiences;
- practitioners encourage children to eat healthily and to keep clean;
- relationships between adults and children are good.

However,

- assessment is not used well enough to provide a clear picture of each child's achievement, particularly their skill development;
- assessment outcomes are not used sufficiently to plan the next steps in children's learning;
- there are too few opportunities for children to develop their thinking skills and independence.

### Prospects for improvement

The setting's prospects for improvement are adequate because:

- the setting's aims to ensure that all children are well cared for and treated with respect are achieved in practice;
- practitioners work well together and are anxious to bring about improvements in the provision for children's learning;
- the setting's self-evaluation document clearly identifies areas for improvement;
- the setting is appropriately staffed;
- the setting receives good support from the local authority support teacher.

However

- self-evaluation has not had sufficient time to impact on standards;
- weakness in assessment and planning have not been identified in the setting's self-evaluation document;
- planning for staff training is underdeveloped;
- staff responsibilities have not been clearly identified.

## Recommendations

- R1. Develop assessment procedures that identify children's achievements.
- R2. Use assessment results as a basis for planning learning opportunities.
- R3. Ensure that learning opportunities are well matched to children's ability and challenges them.
- R4. Provide more opportunities for children to work independently and to develop their thinking skills.
- R5. Identify staff responsibilities for curriculum development.
- R6. Provide training opportunities for staff to develop their professional competences.

### What happens next?

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

## Main findings

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

During their period at the setting many children make appropriate progress across all areas of learning in line with their ability and their stage of development.

Many children listen attentively to stories although a few children are soon disinterested. Nearly all respond promptly to instructions and the majority of children join in enthusiastically with a range of Welsh songs and rhymes. The majority understand basic questions and a minority answer appropriately in Welsh. These children's understanding of the language is developing well – their understanding is better than their ability to speak the language. Most children are not yet confident enough in Welsh to use it in conversation in their play.

A few children recognise their names on table mats when preparing for snack time. The majority of children enjoy looking at books, such as during story time, although very few children were observed looking at books independently.

The majority of children are beginning to develop their writing skills and a minority understand the purpose of writing, such as making shopping lists in their toy shop.

Many children are developing adequate numeracy skills. A minority of children count accurately to five and most children sort objects according to colour or size correctly. Many children are beginning to use mathematical language, such as "large" and "small", when, for example, grouping pumpkins. Children make good progress in developing their ICT skills, such as using hand held computers.

Nearly all children use small equipment, such as scissors and paintbrushes successfully as when decorating line pictures of pumpkins. They enjoy physical activities and perform enthusiastically, showing good development.

### **Wellbeing: Good**

All children enjoy coming to the setting and nearly all are soon actively involved in activities set out for them. A minority show perseverance and commitment for a reasonable period of time, for example when playing in the vegetable toy shop.

Many children behave well and show a good attitude to learning. These children show, through their actions, a well developed consideration for other. They take turns and a minority show a developing sense of self-control.

Nearly all children behave well during snack time. They are patient, take turns, share and exercise good self-control. They say “please” and “thank you” often without prompting. Nearly all are aware of the need for good hygiene by washing their hands before snacks.

Many children make sensible choices such as during free play time. These children work together co-operating well and take responsibility for what they do.

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

The setting provides a range of worthwhile learning experiences across all areas of learning. There is an appropriate emphasis on play and on children learning through first hand experiences. For example, children collected different pictures of pumpkins and grouped them according to colour making bar graphs to show the number of different coloured fruit collected.

The setting provides children with appropriate opportunities to develop their literacy and numeracy skills. Both practitioners make good use of incidental Welsh. Staff are confident being first language Welsh speakers and are good language models. This is significant in encouraging children to begin using the language. Good use is made of Welsh rhymes and songs to develop children’s language, such as “brwsio, brwsio dannedd bach” during teeth brushing.

Good opportunities are made to encourage children to develop their numeracy skills, such as counting and sorting objects. Appropriate opportunities are provided for children to develop their ICT skills through using digital equipment.

However, planning children’s learning experiences is minimal and underdeveloped. Basic planning identifies themes and areas of learning based on the Foundation Phase curriculum. However, planning to develop children’s skills and to match the activities to children’s needs is not done. Neither is there adequate provision to develop children’s thinking and independent play. Consequently children are not always suitably challenged and their learning is not regularly extended.

Children have appropriate opportunities to learn about Welsh culture and traditions through celebrating St. David’s day and making visits to the locality, such as to the nearby Old People’s Home.

**Teaching: Adequate**

The setting has well-established routines to ensure that children settle quickly, feel safe and secure. There are positive relationships between practitioners and children, based on mutual affection and regard.

Practitioners have a sound understanding of the Foundation Phase in that children learn through play and firsthand experiences. Suitable strategies are used to engage children's interest and resources are used well to support the learning. There is a good balance between adult-led activities and free play. Teaching, however, does not focus sufficiently on developing children's skills nor to encourage them to work independently. Activities chosen by children do not always engage and motivate them and in such instances they do not remain on task. Insufficient opportunities occur to challenge the more able children or to extend the vocabulary of the more able Welsh learners.

Assessment and its use in planning is inadequate. Individual assessment files give some information on each child's achievement. Such comments are too generalised and do not provide information about children's skill development. Examples of children's work and pictorial evidence is not dated nor annotated. Records of achievement do not provide a suitable basis for planning future activities nor are they sufficiently detailed to be a reasonable record of progress.

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

Arrangements to support children's health and wellbeing are worthwhile and the setting is a happy, caring community. There are suitable opportunities to raise and to reinforce children's awareness of the importance of eating healthily and sufficient opportunities for children to be physically active. Children are well aware of the importance of cleanliness and act accordingly.

Practitioners use praise well and their positive feedback to children boosts their confidence enabling them to be self-confident. Many children converse sensibly with the Inspector. Most children have good personal and social skills and are acquiring worthwhile moral standards. Day-to-day activities inculcate values, such as honesty, fair play, respect for others and principles that help children distinguish between right and wrong. Most children act accordingly. Children's cultural awareness and an understanding of the traditions of Wales include celebration of St. David's day and performing in the adjacent Old People's home. Knowledge of other cultures is developed through, for example studies of the customs associated with Divali.

There are no children currently identified as having additional learning needs.

The setting has appropriate policies and procedures in place to safeguard and promote children's wellbeing. Overall, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting encourages children to act sustainably through saving waste foods, and where appropriate feeding the local birds. Waste paper is collected separately for recycling.



### **Learning environment: Good**

The setting is inclusive and all children have equal access to all activities and resources. There is a happy, welcoming and supportive ethos where each child is respected as an individual and differences are respected.

Practitioners treat children fairly and their views are valued. Where possible, ideas are incorporated in the teaching and this is effective in maintaining children's interest and motivation.

Practitioners are suitably qualified and experienced to meet the requirements of the Foundation Phase. The accommodation is well maintained and secure. The setting is appropriately resourced and resources are well matched to children's needs.

Good use is made of the available space indoors and this area is enhanced with examples of children's work. Welsh words and phrases are attractively displayed. The outdoor environment has been well developed since the last inspection and provides a worthwhile learning environment.

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

The setting aims to ensure that all children are well cared for, supported and respected as individuals. In this the setting is completely successful.

Parents value the approachability of the staff and that their children are happy at the setting and are eager to attend. Consequently relationships with parents and their children are positive and contribute to a sense of community.

Practitioners are hard working, conscientious and eager to provide the best possible experiences for the children. This is well illustrated by the high quality provision for ensuring children's wellbeing. However, the provision for maximising children's standards of achievement through providing a curriculum focused on children's skill development is less well developed. However, the current practitioners have only been in post since the beginning of the year and have consequently only had a short period of time to develop their responsibilities.

Appropriate policies and procedures are in place to support the day-to-day running of the setting and these are implemented consistently.

Practitioners meet weekly to plan activities for the children. Both contribute ideas but individual responsibilities have not been identified. Planning lacks detail and no effective system of monitoring or evaluating the provision is in place. Needs in terms of professional development, have not been identified.

The setting meets national and local priorities appropriately, including implementing Foundation Phase curriculum and encouraging healthy eating and drinking.

**Improving quality: Adequate**

A worthwhile culture of self-evaluation is developing within the setting. However, due to the relatively short period of time it has had too little time to be effective. The setting gathers information from the staff, parents, children and outside organisations about its performance and has identified what it does well and areas for improvement. This has included, for example, an improved provision for outdoor activities and this has impacted positively on children's standards. However, planning for improvement is at an early stage of development and has not had sufficient time to make an impact.

**Partnership working: Good**

The setting has a suitable range of partnerships that improve the quality of provision and outcomes for the children.

The partnerships with parents impacts well on children's wellbeing. Transition arrangements from home ensure that children settle quickly into their new surroundings. An information pack provides useful information for parents including details of term time, costs and contacts. Parents report on their satisfaction with the setting and value the open door policy that gives them easy access to the staff.

The setting has beneficial partnerships with the primary schools that the children attend. Children benefit from visiting the schools and getting to know the Reception teacher.

There are good links with the community, such as the Old People's Home. The setting has beneficial partnerships with both the local authority advisory teacher and the Mudiad Meithrin.

**Resource management: Adequate**

The setting is suitably staffed with qualified and experienced practitioners. It is suitably resourced to meet the needs of the Foundation Phase.

Practitioners are good role models and being fluent Welsh speakers make a valuable contribution to developing the children's language skills. However, attendance at recent professional training courses have not, as yet, impacted positively on planning.

Spending is kept under review and recently funds have been well directed at improving the outside provision. This has been effective in raising children's standards of achievement.

In view of the outcomes achieved by children and the shortcomings in provision and leadership, the setting provides adequate 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'ngryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'ngryf	Don't know Ddimyngwybod	
Overall I am satisfied with the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Rwy'nfodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	8 80%	2 20%	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.	10	9 90%	1 10%	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.	9	9 100%	0 0%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	1%	0%		
Children behave well in the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Mae plant yn ymddwyn yn ddayn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	10	8 80%	2 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	10	9 90%	1 10%	0 0%	0 0%	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.	10	7 70%	2 20%	1 10%	0 0%	0	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.	10	9 90%	1 10%	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.	8	6 75%	2 25%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	10	6 60%	3 30%	1 10%	0 0%	0	Rwy'ncael gwybodaeth gyson am gynnydd fy

	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 gybod	
		63%	30%	6%	1%		mhlentyn.
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	7 70%	3 30%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	10	6 60%	4 40%	0 0%	0 0%	0	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.	9	8 89%	1 11%	0 0%	0 0%	1	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.	10	8 80%	1 10%	1 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	10	8 80%	2 20%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## 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.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.