



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

A report on

**Cylch Meithrin Hollies
The Hollies Day Care Nursery
9 Sanatorium Road
Canton
Cardiff
CF11 8DG**

Date of inspection: June 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:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Cylch Meithrin Hollies is a Welsh medium setting, which is located in Canton, in the Cardiff local authority. The setting opened six months ago in January 2016. This was due to the demand for Welsh medium provision within the parent company, The Hollies Day Care Nursery. It opens for five days a week and the setting has two practitioners, one of whom is the leader who is very new to her post.

The setting's registration allows it to take up to 16 children in a session. It accepts three and four-year-old children, all of them funded by the local authority.

Nearly all children are of white British origin. Around half of the children speak Welsh as their first language. Currently, there are no children with additional learning needs.

The leader began her post very recently in June 2016. The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in August 2015. This is the setting's first inspection by Estyn.

Summary

The setting's current performance	Adequate
The setting's prospects for improvement	Adequate

Current performance

The proprietor established the setting recently and the leader is new to her role. The setting's current performance is adequate:

The strengths include:

- Children's effective use of literacy, numeracy and information and communication technology (ICT) skills
- The practitioners' effective modelling of the Welsh language
- Positive relationships between adults and children
- Diligent care provided by the practitioners
- The inclusive community, where all children have equal access to all areas of learning and equipment

The areas for improvement include:

- Developing effective planning to target the needs of all children purposefully
- Improving teaching to challenge children of all abilities
- Improving the assessment procedures to move children on to the next steps in their learning

Prospects for improvement

The proprietor and the leader have not had time to establish regular and effective practices. The setting's prospects for improvement are adequate because:

- The proprietor is very positive and keen to establish a Welsh medium setting within the day care nursery
- The leader's role is new and not established in full
- The setting has not had enough time to set a clear strategic direction to its work
- The setting is beginning to self-evaluate appropriately and target the current needs of the setting more effectively
- Recent developments are beginning to show improvements in the provision
- All practitioners are enthusiastic and have positive and practical attitudes to developing their skills and roles at the setting
- Beneficial partnerships with outside agencies, such as the local authority, support the setting well

Recommendations

- A1 Improve the planning of focus tasks to challenge individual children according to their abilities
- A2 Ensure that practitioners time introductions to activities effectively in order to maintain children's interests
- A3 Ensure that daily assessments target the next steps in individual children's learning
- A4 Establish secure leadership practices within the setting
- A5 Refine the self-evaluation process to demonstrate how the setting identifies development targets

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

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most children achieve well during their time at the setting, given their starting points, which are often above the norm for children of their age. 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 effectively. They maintain sensible discussions with adults and each other regularly during various activities in all the areas of learning. They explain sensibly the difference between feeling 'excited' and 'worried' when discussing a story and its characters. Most children speak clearly and make sure that others understand them in tasks, however a minority will turn to English even though they are confident Welsh speakers.

Most children listen to instructions from adults and peers and implement them effectively. Many children use appropriate language in spontaneous and structured play, such as discussing the size of elephants in the small world area and working together to construct tracks to carry equipment on trains. Nearly all children understand what to do when directed in Welsh by practitioners. A few children use Welsh without adult prompting and without regular references that Welsh is the setting's language.

Many children show interest in books and enjoy their content when discussing characters and events confidently with adults and other children. Many of them choose to handle the books as natural readers. Most follow stories read to them intently. They respond well to the content of the story and discuss the adventures of a grandmother in a market place sensibly, counting objects and relating her experiences to their own lives.

Many children experiment effectively with mark making. They enjoy the writing experiences through using a variety of media such as pens, crayons and chalk. Many children understand some of the functions of writing by recognising their own and each other's names. They share ideas about what they are trying to note on paper or on the chalkboard in the outside area. Many children mark make independently when handling pencils and colouring with crayons.

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 children count, recognise and name numbers to five confidently and a few count to 20 and beyond. For example, many count the steps on the climbing equipment accurately as they ascend to the frame's turret. Most children count construction workers' hats independently as they role-play on the construction site and sell equipment in a building yard. They also decide successfully which one of them is 'slow' or 'fast' as they slide boisterously down the slide in the outdoor area.

Nearly all children use a good range of mathematical language when playing together. For example, they describe animals and objects as 'small' and 'big' when discussing Thai elephants and noting the difference between 'full' and 'empty' when filling buckets with sand in the outdoor role-play area.

Most children 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 sequence accurately when arranging different fruits on skewers.

Most children listen to music with enjoyment and respond enthusiastically to nursery rhymes and familiar songs. They use technology as they role-play confidently in the kitchen and in everyday activities such as using tills. 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 using pots and pans in the mud kitchen.

Many children use the computer and ICT equipment, such as a camera effectively. Most children use the computer skilfully to control different programs that challenge their numeracy and literacy skills.

Wellbeing: Good

Nearly all children, in relation to their age, have a good understanding of how they can stay healthy. They are knowledgeable about different foods, knowing that a healthy diet includes fruits and vegetables. Many children explain intelligently that exercise keeps you fit and that physical activities make your heart beat faster. Nearly all children wash their hands thoroughly before eating their snacks and drinking. They do this without much encouragement. Most children show good levels of self-confidence, for example when preparing for snack times and when dressing themselves for outside play.

Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave. Many children behave well. They are polite and respond with respect to adults and each other. Most children show motivation and interest in their learning. They enjoy the varied activities in the areas of learning, such as creating Thai soup and sharing utensils in the kitchen and café area. Most children co-operate and work sensibly with peers.

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 chalks, dough and glue to make flags out of different coloured paper and glitter. Many children are confident and independent learners.

Most children understand that they have rights as individuals and that they have the option to express opinions, for example when deciding to remain at a task of their choice or to move on to another task inside the building or out of doors. As a result, most children show high levels of motivation and engagement. Many children remain focused on tasks for extended periods. They enjoy their time at the setting and they are eager to discuss their favourite activities.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The setting delivers an appropriate curriculum. It reflects the ethos of the Foundation Phase well, however the planning process is new and the setting has not yet established the planning of learning experiences effectively. The learning experiences currently target children's needs and interests suitably.

The recently appointed leader and other practitioners discuss themes and activities in weekly meetings and they plan the theme's activities together. Every practitioner contributes their ideas to improve the activities further, which creates an agreed and collaborative planning system. Practitioners are beginning to work together effectively to provide interesting activities both indoors and out of doors. The daily records of progress kept by practitioners are satisfactory and they influence future tasks appropriately to challenge many children.

The learning experiences, which include challenges with chickens in the outdoor coop, mud kitchen tasks and creative activities with curry powder in dough, Thai soup and fruit kebabs, provide appropriate continuity and progression in children's learning. The curriculum challenges many children in all areas of learning.

Nearly all activities build systematically on children's existing knowledge, understanding and skills. They link suitably to the setting's assessment strategies to target the next steps in children's learning appropriately. However, practitioners do not present learning objectives clearly at the beginning of focus tasks and a few children are unsure as to what they need to do to complete some tasks. The planning of focus tasks, to challenge individual children according to their abilities, is new and as a result, the setting has not established this process in full. It is currently a developing process, noted as an area for improvement in the setting's development plan.

The setting plans competently for the development of children's literacy, numeracy and thinking skills. The provision for these skills is co-ordinated sensibly so that there is suitable coherence to the children's experiences across the curriculum. 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 is sufficient. Opportunities to develop early writing and the use of numbers in role-play activities, such as the construction shop and the kitchen and café area are satisfactory. They are practical tasks, which encourage children to form letters and numbers, with support, in recognisable forms. The provision for developing ICT is good, which benefits the development of the children's ICT skills.

Practitioners focus on developing children's physical, thinking and creative skills efficiently. They provide positive opportunities for children to take risks and to develop into independent learners during tasks.

The setting makes suitable use of visits and visitors to aid children's learning experiences satisfactorily. For example, visits to the local park and visitors, which

include the fire service, entertainers and Welsh characters from children's books teach children appropriately about their local community and what people do in their local area.

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, Diwali, Ramadan and Eid. These planned experiences develop a better understanding of the world for children.

The setting's provision for Welsh language development is good. All practitioners model the language effectively. They encourage children to use Welsh as much as possible in their learning and this provision is affecting the children's standards of Welsh well. The setting promotes children's awareness of the traditions and celebrations of the culture of Wales successfully, which includes celebrating Saint David's day and Saint Dwynwen's day.

Teaching: Adequate

All practitioners have up to date information about child development and are knowledgeable about the requirements of the Foundation Phase. They have appropriate expectations, however they do not deliver focus tasks effectively to challenge children according to their abilities. At times, practitioners do not time introductions to activities efficiently in order to maintain children's interests.

All practitioners are positive as children arrive and they continue with this enthusiasm throughout the session. Adult intervention in continuous and enhanced tasks is appropriate, which encourages many children to perform at their best. The leader, who is very new to her role, plans a good balance between child-selected activities and practitioner led activities. However, the focus tasks do not challenge the more able children enough.

All practitioners are active and understand the importance of providing broad opportunities to learn through play and practical involvement. The system of sharing duties is new, but already efficient. However, this practice does not challenge all children to perform at their best at all times.

Practitioners manage children's behaviour positively, safely and effectively. They are good language models themselves in Welsh and provide a colourful environment inside the building and out of doors. This encourages children's participation and enjoyment successfully in all activities. They use a suitable range of questioning to develop children's thinking and communication skills. The provision for developing children's Welsh language skills is good.

Assessment processes are new to the setting. Practitioners share information about children regularly. They discuss sensibly with children what they need to do to improve their work. Overall, practitioners complete daily assessments regularly and consistently. They record observations and assessments diligently to measure children's progress in their personal diaries and in each child's progress record. However, practitioners do not use daily assessments and children's targets effectively during tasks to improve individual children's outcomes. Therefore, practitioners do not target the next steps in children's learning rigorously.

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

Care, support and guidance: Good

The setting offers positive opportunities to promote the spiritual, moral, social and cultural development of children. For example, worthwhile opportunities exist for children to reflect, discuss feelings and say thank you daily. The setting fosters values such as honesty, fairness and respect successfully. 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 purposefully.

All practitioners allow children to take turns politely when eating snacks and drinking milk or water around the snack table. The setting has appropriate arrangements to promote healthy eating and drinking. Practitioners provide regular opportunities for children to re-cycle paper, cardboard and plastic. 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 favourable. The setting uses practitioners' expertise well when 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 if needed. The practitioners discuss these with appropriate agencies when the need arises. One of the lead practitioners is the additional learning needs co-ordinator and she is very familiar with the procedures necessary to support children.

Learning environment: Good

The setting promotes a positive ethos through its 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 Diwali, the Chinese New Year, Eid and Ramadan and with dolls from different cultures.

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 activities and tasks inside the building and in the outdoor environment.

The setting uses its resources purposefully to meet the requirements of the Foundation Phase and children's needs. Children are encouraged to move freely around the areas of learning and to participate in various activities. Varied resources exist, including climbing frames with slides, sheds that promote different activities and chicken areas to count eggs. These are accessible to children, which encourages their sense of responsibility successfully.

Continuous activities, focus tasks and opportunities to enrich the learning share resources beneficially. The practitioners allow all children to participate in every activity in their turn, which has a positive effect on their learning.

A stimulating outdoor area exists, which includes growing, planting, role-play and climbing areas. The practitioners use the setting's facilities well to promote children's physical development. The building is of good quality, very safe and well maintained.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The recently appointed leader, lead practitioners and the proprietor of the parent company, The Hollies Day Care Nursery, have started to use relevant information about the new setting efficiently. This is initiating improvements in the quality of provision and the leadership practices. However, due to the setting's recent creation, changes of practitioners and new appointments, the setting's current strategic direction is satisfactory. The changes have not had enough time to impact fully on developing provision in key areas that need improvements.

The leader, alongside guidance from lead practitioners and the proprietor, has begun to promote improvements. She has not had enough time to manage and focus purposefully on improving teaching and learning. The proprietor ensures that practitioners understand their roles fully and the practitioners work together diligently as a team. The parent company's staff appraisal and observation system evaluates practitioners' roles thoroughly and targets their professional development effectively. The setting uses the guidance of outside agencies, such as the local authority intelligently. The proprietor motivates others towards improvements in a positive and supportive manner.

Even though the development planning process is very new to the setting, the proprietor, lead practitioners and the setting's leader have a better focus by now on ensuring progress against the setting's priorities. The appropriate development plan is a working document. The proprietor's support ensures that funds and resources are available to meet the improvement objectives. However, the setting does not identify every priority clearly through the setting's self-evaluation process. These improvement processes are beginning to ensure that resources are available to meet the development objectives. This includes developing the planning of learning experiences further, promoting positive behaviour strategies and developing children's Welsh language skills.

The practitioners access relevant and appropriate training from the local authority, which affects the quality of provision positively. The guidance of the proprietor and

the local authority's advisory teacher has supported the new leader sensibly during a period of significant changes. Policies are operational and the setting meets local and national priorities well, such as implementing the requirements of the Foundation Phase and the new system of identifying the start point of every child at the setting.

Improving quality: Adequate

The self-evaluation process is new to the leader. The proprietor and lead practitioners have supported the leader with the process. The support of the local authority is beginning to affect the process beneficially. However, the leader has not had enough time to show the effect of improving provision and leadership practices through the adoption of new strategies and the valuable advice of others. The process is currently satisfactory.

The leader and practitioners are more knowledgeable about the setting's current work by now. The leader and lead practitioners are developing greater consistency to procedures to monitor children's standards and the setting's provision. Practitioners co-operate effectively on a daily basis, which promotes a better understanding of the setting's needs. The self-evaluation takes purposeful account of the views of parents and carers and the local authority. This is beneficial to the development of the setting. The proprietor uses funding effectively for resources and efficient staffing.

A positive culture of self-evaluation pervades through the setting's work. There are suitable links between the setting's self-evaluation and the targets of the development plan, which focus on improvements at the setting. However, it does not always lead with enough detail to how and why certain areas need developing further through specific targets. Generally, the targets in the development plan do not derive from the identified development needs in the setting's self-evaluation.

The leadership are open to new ideas and are willing to experiment with different ways of working. For example, they are using the local authority's planning and assessment systems more effectively. This is beginning to affect the quality of the learning experiences beneficially.

Partnership working: Good

The setting works strategically with partners to improve provision and children's outcomes. The setting is recently established and it is particularly beneficial that the established day care nursery supports the setting. The setting's partnership with the local authority is helpful. The positive relationship with the local authority's advisory teacher challenges the proprietor, the leader and the practitioners to improve the setting's work sensibly.

The setting's partnerships with local schools are good. The setting uses community links effectively to support children's learning, which includes suitable use of the nearby park and a range of visitors to the setting. These provide learning experiences for the children that support daily tasks and the termly themes' activities.

Outside agencies support the practitioners' professional development well, for example first aid training, food hygiene courses, Foundation Phase initiatives and

safeguarding updates. Much of this training is co-ordinated by the day care nursery and enhances the daily work of all practitioners effectively. This improves the practitioners' awareness of important and relevant issues when dealing purposefully with the needs of young children.

Practitioners take active steps to involve parents and carers in the setting's life. The setting informs parents and carers regularly about all aspects of the setting's work using newsletters and social media. The setting encourages parents and carers to offer their own opinions on matters to improve the setting. This feedback helps to improve provision. The setting acts upon others' viewpoints sensibly to ensure that developments are effective.

Resource management: Adequate

The proprietor opened the setting around six months ago due to the demand for Welsh medium provision at the established day care nursery. The leader is very new to her role. She works alongside lead practitioners, but they have not had enough time to secure improvements at the setting. However, children's standards and wellbeing are good. This is mainly due to the children's good or better start points when they begin at the setting.

The setting uses practitioners' expertise well and they work diligently side-by-side with each other to improve children's achievements. The support of the proprietor, the established day care nursery and outside agencies, such as the local authority, ensures a focus on developing the quality of leadership further at the setting. However, securing improvements at the setting, through strategic planning priorities, is at an early stage of their development. The setting has not embedded these practices yet.

The setting manages its resources well to support learning and to create improvements. It has effective resources inside and out of doors. The setting uses them sensibly to further the aims of the Foundation Phase curriculum. The resources are accessible to the children and this encourages independence. This has a positive impact on their learning.

The proprietor has a sound understanding of the budget and manages it well. The use of the budget prioritises spending in line with the targets for improvement purposefully.

The setting is new and recently established. New practitioners and recently created systems have not had enough time to affect leadership practices, the provision of learning experiences, and the consistency of teaching and assessment procedures. Therefore, even though children's outcomes are good, 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'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	7 54%	6 46%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	13	8 62%	5 38%	0 0%	0 0%	0	Mae fy mhentyn 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.	13	9 69%	4 31%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	12	6 50%	6 50%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	12	5 42%	7 58%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	9	4 44%	5 56%	0 0%	0 0%	4	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	12	6 50%	6 50%	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.	7	4 57%	2 29%	1 14%	0 0%	6	Caiff fy mhentyn 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	8 62%	5 38%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	4	3 75%	1 25%	0 0%	0 0%	8	Mae fy mhentyn 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.	11	4 36%	3 27%	3 27%	1 9%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	13	5 38%	7 54%	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.	9	3 33%	5 56%	1 11%	0 0%	4	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	11	4 36%	7 64%	0 0%	0 0%	2	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	3 30%	2 20%	5 50%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	31%	4%	1%		
The setting is well run.	13	6 46%	7 54%	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)

Glossary of terms

Areas of Learning	<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"> • Personal and social development, wellbeing and cultural diversity • Language, literacy and communications skills • Mathematical development • Welsh language development • Knowledge and understanding of the world • Physical development • Creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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>
Foundation Phase	<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>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings, which provide education for three and four year olds.</p>
Mudiad Meithrin	<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>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered child-minders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation, which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.