



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Carwê
Ysgol Gynradd Carwê
Cydweli
Carmarthenshire
SA17 4HE**

Date of inspection: 21, 22 June 2011

by

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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 Carwê is located in Ysgol Gynradd Carwê. It opened over twenty five years ago and meets for five mornings a week during term time between 8.50 and 11.20.

The room is large and has good resources including the spacious outside area. It shares some of the school's resources such as the garden and the grassed areas. Entrance to the room is gained through the school. To ensure the safety of children a special code is required to open the external door of the school. There is decking outside where there are numerous interesting activities including provision for sand and water play and a garden in which the children grow vegetables; it is fenced to ensure safety. Access to the grounds is gained through a gate which is bolted at all times.

The children attending the setting come from Carwê. The area is recognised as one which is disadvantaged and therefore the setting receives Flying Start funding. The setting is registered with Mudiad Ysgolion Meithrin.

Currently there are two children who have been identified with additional learning needs (ALN). The setting is open to children of different ethnic origins and the practitioners speak English. The children transfer to school at the beginning of the term following their third birthday. Four children are funded at present. The setting was last inspected in December 2010 by Care and Social Services Inspectorate Wales (CSSIW).

The setting is registered under the Children Act 1989. There is a governing body and four practitioners are employed all of whom have appropriate qualifications in early years education.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the provider is good for the following reasons:

- the inclusive and happy ethos which has at its centre the child;
- children make good progress;

- the teaching is consistently good;
- provision is based on an understanding of child development;
- the children receive a variety of exciting and active learning experiences which meet well their needs;
- assessment through observation is used effectively to plan the next steps, and
- planning is flexible and responds to the needs and interests of the children.

Prospects for improvement

The prospects for improvement are good for the following reasons:

- there is a developing culture of professional reflection which is based on self-evaluation;
- leadership is good;
- provision is based on the individual needs of the child, and
- practitioners are committed to continuous professional development.

Recommendations

In order to maintain and improve the current provision and children's achievements practitioners should:

- R1 continue to improve standards in Welsh, and
- R2 develop further their use of open-ended questions.

What happens next?

The setting will produce an action plan to identify how it will implement these recommendations.

Main findings

Key Question 1: How good are outcomes?

There is no report on children's progress, standards in the development of their skills, the Welsh language or wellbeing because there are too few children of three years of age to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: **Good**

Practitioners provide good opportunities for children to develop as enthusiastic learners who are confident and independent and to develop good creative, physical, linguistic and mathematical skills. Practitioners develop their technology skills well when they give the children opportunities to use the computer with support. The children show great interest in the world around them and they develop an excellent understanding of it by exploring it and by growing flowers and vegetables. They enjoy regular opportunities to develop their physical and creative skills both indoors and outdoors through dance and using the climbing equipment outside. They enjoy sorting paper and plastic for recycling and taking waste food to the compost heap and have a good understanding of the reasons for doing this.

The process of planning begins when practitioners discuss and evaluate the provision and outcomes of the previous week. They discuss the achievements and needs of individual children and evaluate the observations of children which they have made and use the information gained well to inform the next cycle of provision. Planning responds well to the interests and needs of the children and a wide range of interesting learning experiences is planned all of which enable children to make good progress towards the outcomes of the Foundation Phase. An excellent feature is the provision of a wide range of learning experiences which are provided in the community and farther afield, for example, they visit Ffos Las and a Chinese restaurant in Llanelli. These experiences contribute exceptionally well to their knowledge and their social development. Planning focuses well on skills and the stage of development of children. Adults build well on children's knowledge, understanding, skills and interests in a way which is meaningful to them. These features ensure that planning is good.

By engaging in their learning experiences and cooperating within their close learning community, children have opportunities to develop strong relationships with others and to show respect and tolerance towards all including those from other cultural backgrounds.

The children receive a good model of the Welsh language and are encouraged by

the practitioners to extend their language by developing their interest through rhymes, songs and stories which include consistent language patterns. The children's Welsh is developing gradually and they understand more than they speak. Although they speak English at home they make appropriate progress in the language from their starting point. They celebrate the Welsh culture in a range of ways including St David's Day celebrations.

Teaching: Good

Practitioners possess a good knowledge of child development and current developments in the field and this gives a good foundation and clear direction to provision. They understand the requirements of the Foundation Phase and have high expectations of each child according to his/her stage of development. They manage behaviour in a sensitive and positive way and as a consequence, children learn to show kindness towards others and what is and is not appropriate behaviour.

Practitioners' use of open-ended questioning is underdeveloped and as a result, children's thinking and problem-solving skills are somewhat restricted. The flexibility of the teaching meets the individual needs of the children well. The flexibility of the organisation provides good opportunities for children to make decisions and choices about their learning and promotes well their independence and self-confidence.

Practitioners give children sufficient time to become engrossed in their learning experiences and they do not intervene unless there is an opportunity to extend children's learning. Teaching is not over directed and as a result, each child makes good progress according to his/her stage of development.

Practitioners know and understand the children very well. They assess by observing the children at their learning experiences, identifying significant things and discussing their findings. The information gathered informs the next round of planning; the impact of this information is seen in the good provision. Continuous records are kept of the achievements of children and they contain useful and thorough information which gives a clear picture of each child's progress. Practitioners record children's progress regularly in all areas of learning and use this information to meet the needs and interests of children well. Parents receive a comprehensive report about their children when they leave to go to school.

Care, support and guidance: Good

Practitioners have created a family atmosphere in the setting where children feel very comfortable and happy. Each child is valued and respect is shown for their ideas and interests.

They develop well the children's awareness of the importance of eating healthily and of keeping fit. Children's curiosity about their lives and beliefs and those of others is well developed. They learn about their beliefs and those of others by celebrating Easter, the Chinese New Year and through stories. All develop a sense of awe and

wonder about the world around them, for example by collecting tadpoles, looking after and observing them as they develop into frogs.

The practitioners nurture very well the morals and values they believe are necessary to the holistic development of the responsible child. The children learn about the importance of fairness, honesty and truth and they know well the difference between right and wrong in the context of their young lives. The provision enables children to socialise well, to take responsibility, to show initiative and to develop a very good understanding of life and sharing in their small community. They have consistent opportunities to make decisions and enjoy every experience offered to them.

The relationships between the nursery, the school and outside agencies are good. The children benefit much from the productive relationship between the advisory teacher of the local authority's Foundation Phase team, the Flying Start adviser and representatives of Mudiad Ysgolion Meithrin. A very good feature is the close relationship with the health visitor who comes every week and there are close and beneficial relationships with the speech therapist and the advisory teacher for additional learning needs. The very close relationship between the nursery and the school ensures the particularly successful transfer of the children when they begin in the nursery. The head teacher of the school visits almost every day to see the children. They grow to know her well through this and the many visits they make to the school.

The relationship between parents and the setting is very good. A selection of parents said they were very satisfied with all aspects of the setting's provision. They spoke in particular about their satisfaction with the excellent level of independence of their children and consider that the practitioners know their children well. They feel that their children are very well looked after and that they can go to the leader to discuss any matter. Practitioners have received training in child protection and know well the procedures to follow. All the necessary procedures for Child Protection are in place and they reflect the requirements of the All Wales Child Protection Procedures 2008.

The provision for children with additional learning needs is good and every child has access to all areas of learning and all the rich learning experiences provided. The standard of planning and evaluation for them is good. Each has an individual play plan which is monitored consistently. The setting makes good use of the relevant agencies and implements well the advice they give.

Learning environment: Good

There is a warm and positive ethos in the nursery. Adults show great affection and kindness towards the children and every child is valued. Practitioners know the needs and interests of the children well and respond to them by using their excellent knowledge of their backgrounds. All children have equal access to all aspects of the curriculum. As a result of the affection and respect for the child and the values and standards displayed by the staff, children develop tolerance, positive attitudes towards their learning and good behaviour.

The nursery has very positive policies and procedures to deal with any problems of aggressive behaviour, to promote equal opportunities and the rights of the child and they are known to everyone. These are monitored and implemented effectively. The nursery is registered by the CSSIW and has already responded to the very few minor recommendations made in the last report. Risk assessments are conducted regularly.

The ratio of adults to children is good; staff are well qualified and possess much experience. They address the requirements of the framework of the Foundation Phase well and the children receive challenging and enjoyable experiences which respond well to their interests. The room is spacious and ideal for nursery provision and there is an exceptional outdoor learning environment. They have enough room to role play, to browse through books, to enjoy painting and drawing, to play with blocks and they enjoy extended opportunities to enjoy a wide range of learning experiences outdoors in all weathers as there is a covered area which is used when it is raining. All children show concern and kindness towards their peers, adults and visitors.

Children receive ample time to engage fully with things which interest them including extensive experiences outdoors which promote their creative, physical, mathematical and problem-solving skills and which develop well their ability to concentrate and persevere. The nursery uses its environment and the community in an excellent way and children visit the chapel, the dentist, the post office to buy goods and to post a letter and they go to the community hall to make Easter hats with the elderly. Several people visit the nursery to provide rich experiences for the children including an African drummer and a farm which brings rabbits, hedgehogs and lambs for the children to see and these experiences enrich their learning well. The very close relationship with the school also extends and enriches their learning experiences.

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

The child and his/her unique needs and interests are at the centre of provision and leaders succeed in creating a positive and very happy ethos. The leaders give clear direction to the nursery and the process of improvement. They work together very well and share principles and objectives which are based on a good understanding of child development. These are seen to be implemented in the active and interesting learning experiences which the children receive and the system of organisation which allows children to make decisions and choices about their learning, to develop self - confidence and independence and to make good progress.

Both fulfil their responsibilities effectively and demonstrate a strong commitment to their role in the interests of the children. Both contribute to the strategic planning of nursery. The leaders share the values they wish to promote by personal example and through discussion. They have high expectations of both themselves and of the children together with targets which will ensure good provision and high standards of achievement. Progress towards achieving them is monitored regularly.

The setting's development and improvement plan, which is based on the results of self-evaluation, gives clear direction to the life and work of the nursery.

The management committee has a good knowledge of everything that happens at the setting and is very supportive of it. Its members understand their roles and they fulfil them conscientiously. They are knowledgeable about the performance of the setting and there are regular informal discussions between the Registered Person and the leader. The committee makes thorough use of information to make effective decisions and it fulfils its legal duties.

Members of the management panel go to observe sessions and write brief reports which praise the welcome they receive, the children's achievements and their independence. They are well informed about all the nursery's activities.

The leaders meet national and local priorities as required by the Assembly and the Local Authority.

Improving quality: Good

The setting makes good use of its self-evaluation to identify strengths and areas for improvement. The self-evaluation report identifies areas in need of improvement which will ensure positive benefits for all children. The leaders consult with parents, carers and children to inform self-evaluation. They use the information gained from questionnaires to parents to gather views and to identify areas for development.

They work very effectively with the Foundation Phase advisory teacher for the local authority as their critical friend using the self-evaluation information to produce a development plan and they also implement effectively the recommendations made by the CSSIW and the advice of the Flying Start adviser.

Following the process of self-evaluation, a setting improvement plan is produced which demonstrates a good understanding of its performance and which focuses on raising standards by improving provision and setting targets for this purpose. Planning for improvement is good.

An effective system of appraisal is in place and practitioners have opportunities to reflect on their performance and identify areas they wish to develop through training in order to improve the provision. Leaders attend in-service training courses regularly. The benefits of this are seen in the teaching and the welfare of the children as practitioners implement what they learn.

Partnership working: Good

The leaders work very effectively with the local authority advisory teacher for the Foundation Phase who monitors provision at the nursery regularly. She also works well with the advisers from Mudiad Ysgolion Meithrin and Flying Start who are very supportive of the setting. These partnerships are very successful and the setting benefits greatly from them.

Practitioners attend regular cluster meetings of local Flying start settings to share good practice and the benefits of this partnership are seen in the quality of their provision.

The staff work very closely with stakeholders and are very willing to consult with and to receive suggestions from parents and guardians.

The partnership between the nursery and the school is very fruitful. The children use the school's resources regularly, for example, the outdoor equipment and they join in special celebrations such as world book day, sports day and the Eisteddfod. They also have dinner at the school every day. The reception teacher and children from year six come regularly to the nursery to tell the children stories and the setting benefits greatly from this partnership; this is an excellent feature.

The close partnership with the management panel is very fruitful and some members of the panel come to speak to the children regularly. They are very supportive of all aspects of the life of the nursery and the children and staff benefit greatly from this partnership.

Resource management: Good

Practitioners are well deployed in order to make the most effective use of their strengths and to ensure the best provision possible. They make good use of resources both indoors and outdoors in order to provide exciting experiences for children and to broaden their horizons. They measure the effect of resources on the learning and teaching and practitioners plan in order to ensure a good supply of resources for the future. The outdoors is used very well to develop the children's skills in all areas of learning.

The leader makes the best use of the setting's resources and of the budget in order to offer the best provision. The setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Three questionnaires were completed. They were all positive and every parent / guardian was satisfied or very satisfied with all aspects of provision for their children in the setting.

Responses to discussions with children

Every child is comfortable talking with a visitor and they say they are very happy in the nursery. They talk about their friends and they say that they know what to do if they are unhappy or upset about something.

Appendix 2

Branwen Llewelyn 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.uk)

If available, the data report can be found on our website alongside this report.