



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 Gwennog
Llanwenog Primary School
Llanwenog
Lampeter
SA40 9UU**

Date of inspection: 14-15 June, 2011

by

Dorothy Morris

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 school'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

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Cylch Meithrin Gwennog was established in February 2008 and is accommodated in a classroom in Ysgol Gynradd Llanwenog. Most of the children who attend the setting live in the village and the immediate areas. The area is described as neither advantaged nor economically and socially disadvantaged. The setting operates as a member of Ceredigion Early Years Development and Childcare Partnership. It is also a registered member of 'Mudiad Ysgolion Meithrin'.

The setting caters for children between two and four years of age for five sessions a week during school terms. During the inspection there were three three year olds in attendance. English is the main language spoken in the families of most children. At present there are no children from minority ethnic backgrounds in the cohort. The setting admits children with additional learning needs and appropriate support arrangements are in place.

There are three members of staff. They are new to their posts having started in September 2010. The setting is in the care of the lead practitioner and there is one other full time practitioner. Both have relevant qualifications in the education and care of young children. Another member of staff is employed to support one child. The setting is managed by a voluntary committee. The setting was inspected by the Care and Social Services Inspectorate Wales (CSSIW) in November, 2010. This is the first time the setting has been inspected by Estyn.

Summary

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

Current performance

The setting's current performance is good because:

- the children make consistent progress;
- the teaching is good overall;
- the children are happy and enjoy the learning experiences provided;
- the children receive good care within an inclusive learning environment;
- there is a warm and welcoming atmosphere;
- the practitioners fulfil their responsibilities effectively;
- there is a very good relationship between the children and the practitioners.

Prospects for improvement

The setting has good prospects for improvement because of:

- the lead practitioner's effective leadership;
- the good team work;
- the staff's commitment to continuing professional development;
- the good planning to improve the setting further;
- the highly successful collaboration with the primary school;
- the parents' good support for the setting.

Recommendations

In order to develop further, the setting needs to:

- R1 refine the planning to focus on extending the use of sentence patterns to strengthen children's communication skills;
- R2 make use of the observations made on children's' development to extend their learning skills progressively;
- R3 develop the practitioners' knowledge of self-evaluation processes and skills.

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Not applicable

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The practitioners provide a range of interesting and relevant activities which gain the children's interest. There are regular opportunities for children to experiment with new experiences and to develop into independent learners. The activities are planned purposefully across the six areas of learning. There is a good focus on promoting children's learning skills which are integrated effectively within the planned themes and experiences. Nevertheless, there is not always sufficient attention to ensuring that children's skills are developed progressively, and the overall provision to develop children's information and communications skills is more inconsistent. There is a good balance between activities chosen by the children and those led by adults.

There is consistent emphasis on encouraging children to recycle and to care for their environment. They learn about the festivals of Wales, and of other cultures, in an

effective manner. They have experiences of different celebrations including St. David's day, St. Dwynwen's day, the Chinese New Year, and the festival of Divali. These experiences contribute to developing children's awareness of diversity and of their roles as global citizens.

There is consistent encouragement for children to develop and use their Welsh communication skills in their learning and play through appropriate activities. Nevertheless, there is not a sufficiently strong focus in regularly introducing basic sentence patterns.

Teaching: Good

Teaching is good overall. The practitioners have a good knowledge of child development and are aware of the requirements of the Foundation Phase curriculum. They communicate effectively with children in group and whole class sessions making appropriate use of praise and encouragement. They understand the importance of learning through play and provide relevant opportunities for children to practise their skills. Practitioners make purposeful use of equipment and resources to support the learning. They succeed in creating a happy and supportive learning environment for all the children.

The practitioners know the children well and regularly assess and record their progress. Appropriate observations are made of the children's progress and responses on a Progress Record. Nevertheless, the information collected is not used regularly to plan the next stage in children's learning particularly the development of children's skills.

Parents/carers are kept regularly informed about their children's achievements, wellbeing and development through informal discussion at the beginning and end of sessions and in the open evenings arranged for them. They also receive an appropriate written report on their children's progress in the six areas of learning. In addition, samples of each child's work are compiled into a useful booklet and shared with the children's parents. Transfer forms are completed appropriately and forwarded to the receiving primary school. During activities, the practitioners observe well and interact purposefully with children to ensure that they receive relevant support.

Care, support and guidance: Good

The setting is a caring and very orderly community. Appropriate policies and arrangements are implemented to support children's health and wellbeing. The induction arrangements, alongside the daily contact with parents/carers ensure that children settle well into the setting. The children are happy in the setting and comfortable in the adults' company. Children and adults show respect to each other. There are clear expectations which promote good behaviour.

Children's needs are identified early and appropriate and effective support is arranged. The staff work appropriately with outside agencies and specialist services to address any specific needs. The setting has an appropriate policy and procedures for safeguarding.

Effective learning experiences promote children's personal development well and include their spiritual, moral, social and cultural development. There is a good emphasis on children's personal and social development. Children are encouraged to collaborate with others and to take full advantage of the learning experiences provided.

Learning environment: Good

The setting is an inclusive community where children receive equal access to the curriculum and to all the activities provided. Practitioners succeed in creating a homely atmosphere where children acquire positive attitudes and values.

The practitioners have sufficient knowledge to teach all aspects of the Foundation Phase curriculum. There is a sufficient supply of good quality resources in the classroom and in the outdoor areas. They are used fully to support the learning. Although the room used by the setting is small, the space available is used fully to provide a range of purposeful activities. The room is colourful with attractive displays which focus on children's work. There is regular use of the outdoor areas, which are shared with the primary school. These areas have been planned and organised effectively to provide opportunities for children to investigate and play.

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

The setting is led in a purposeful and effective manner by the lead practitioner. There is a clear structure to the sessions with defined roles for all members of staff. Appropriate policies, such as child protection and securing equal opportunities, are implemented. The practitioners work well as a team and share the same values regarding children's learning and development. The very positive relationships with children, parents and the primary school contribute significantly to creating a sense of community.

The management committee undertakes its responsibilities conscientiously. Members are highly supportive of the setting and have established a good relationship with the practitioners. The committee meets regularly and minutes are kept which is a basis for further planning.

The practitioners respond appropriately to national and local priorities. They attend suitable courses on aspects of the Foundation Phase curriculum and child

development and care. They use this training well in their work. Procedures to appraise their work and identify further professional development are developing appropriately.

Improving quality: Good

The practitioners have a secure understanding of the setting's strengths and areas for improvement. They discuss regularly and consider the views of children, parents/carers and other partners. The practitioners undertake evaluations of the activities and comments are recorded appropriately on the planning forms and considered at the end of each week. Although the evaluation processes overall are more informal in nature they have led to improvements in aspects of the provision such as the booklets of children's work which have been compiled and shared with parents. With the support of the local authority link teacher, the practitioners have completed a more formal review of the provision. The development plan arising from this identifies appropriate areas for attention. The practitioners are open to new ideas and are ready to try different ways of working. They make good use of the opportunities provided to collaborate and share experiences with another setting in the district.

Partnership working: Good

A range of partnerships contributes effectively to children's achievements and wellbeing. There is a good relationship between the setting and parents/carers. This was confirmed in the conversations with them during the inspection and in their responses to the pre-inspection questionnaires. A strong relationship has been established with the local primary school with very successful collaboration. The productive relationship that exists with the local authority link teacher and Mudiad Ysgolion Meithrin officers promotes the further development of the setting. Effective use is made of community links to support children's learning. They include the use of visits such as the visit to the local church.

Resource management: Good

The setting is appropriately staffed and there is good use of the practitioners' experience. Learning resources are managed well. The lead practitioner has a clear understanding of the budget, and the management committee prioritises spending according to the setting's needs. The impact of the expenditure is analysed by the staff and discussed with the management committee. The setting offers good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Three questionnaires were received from parents who expressed very positive comments about the provision. They feel that their children make progress and that they enjoy attending the setting. They believe that their children are prepared well for moving on to primary school. They say that the staff are very approachable and that their children have settled in well. They believe that the setting is well managed.

Responses to discussions with the children

The children are happy in the setting and join in the activities enthusiastically. They are happy to speak about their activities and their friends.

Appendix 2

Dorothy Morris

Reporting Inspector

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)