



*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 Llannerch-y-medd  
Ysgol Gymuned Llannerch-y-medd  
Llannerch-y-medd  
Ynys Môn  
LL71 8DP**

**Date of inspection: June 2012**

**by**

**Mr W Williams**

**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

Cylch Meithrin Llannerch-y-medd is part of the Ynys Môn Children and Young People's Partnership provision and provides Welsh medium pre-school education for the children of the village of Llannerch-y-medd and the surrounding rural area. The setting meets in a room set aside for it in Ysgol Gynradd Llannerch-y-medd. The social and economic nature of the area varies between disadvantaged and advantaged.

Children of all abilities and backgrounds are enrolled at the setting. During the inspection, no children with additional learning needs or any learning English as an additional language were attending the setting.

The setting provides two and a half hour sessions during four mornings a week for children between two and a half and three years of age, although the number of sessions attended by individuals varies according to parental wishes. Currently, there are eight three year old children registered at the setting with six of them being funded by the Partnership.

The setting serves an area which is predominantly Welsh in language and culture. Nearly every child speaks Welsh at home. The setting's main medium of teaching and learning is Welsh.

Children's learning is supported by three full time practitioners and one trainee practitioner. All full time practitioners are appropriately qualified to teach the early years and have been appointed since May 2011.

When children have completed their time at the setting, they continue their education in Ysgol Gynradd Llannerch-y-medd.

The setting was last inspected by the Care and Social Services Inspectorate Wales in March this year and by Estyn in July 2006.

## Summary

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

### Current performance

The setting's overall performance is good because:

- most of the children achieve well in activities and develop positive learning skills;
- children's good behaviour and their care for each other is a prominent feature of the setting;
- almost every child develops positive attitudes towards learning and shows an interest in the work;
- the flexible and stimulating learning experiences engage children's interest and motivation and enable them to make good progress, and
- the quality of teaching is good with practitioners making a substantial contribution to the quality of children's learning.

### Prospects for improvement

Prospects for improvement are good because the:

- leader's strong sense of purpose promotes and maintains improvements effectively;
- management committee fulfills its responsibility very thoroughly;
- expectations for securing improvement with high;
- leader actively supports staff and challenges everyone to do their best;
- self evaluation is developing well, and
- the setting benefits substantially from the productive partnership between it has with the primary school

## Recommendations

In order to improve further, the setting needs to:

R1 make more use of assessment outcomes to plan for the future;

R2 continue to develop self evaluation arrangements, and

R3 increase the resources for information communications technology.

### What happens next?

The setting will form an action plan showing how it will address the recommendations.

## Main findings

**Key Question 1: How good are outcomes?**

**Good**

### **Standards: Good**

Nearly all children achieve good standards and make realistic progress in all areas of learning from their starting point. On the whole, all children work in line with their full ability and are busy thinking about different tasks and making choices. Most achieve well in activities and develop positive learning skills. On the whole, all children work very hard, concentrate well when they work on tasks which reinforces and develops their learning.

On the whole, most children have good communication, number and information communications technology skills which enable them to take full advantage of the wider curriculum. Most children make good use of their thinking skills

When they make choices about their own learning and get to grips with practical tasks, most children make good progress in their communication skills. As group members and as individuals, they are succeed in expressing their feelings clearly and convey their ideas in conversation or songs with increasing clarity. During large group sessions, many children listen intently to questions and instructions and contribute constructively to discussions. When they undertake role play in the café, the majority use language which is appropriate to the situation and are able to imitate the speech characteristics of the character they are playing.

With or without an adult, children of all abilities show enthusiasm and interest in storybooks and enjoy their content, and use them as readers. Many are able to select books independently whilst a few are starting to use basic strategies for recognising letters and familiar words, such as the names of other children in the group. When they experiment with different media for mark making, most children start to understand some of the functions of writing, such as creating a list or sending a letter.

The few children who do not speak Welsh at home make good progress in their understanding of Welsh. Most understand far more words than they can speak and join very confidently in Welsh songs and rhymes.

### **Wellbeing: Good**

All children enjoy their time at the setting and form close relationships with other children and practitioners. Children's good behaviour and the care they show each other is a very distinct feature of the setting. Most are considerate of other children's feelings and work together harmoniously when engaged in specific activities or in tasks which they themselves have chosen.

Nearly all children develop positive attitudes towards learning and show an interest in the work. They can persevere on a single task, with many children showing high levels of independence and concentration.

All children have a sound understanding of how they can become healthy through what they eat and the physical activity they undertake. When speaking to a visitor, all children say that they feel safe at the setting and that they are free from physical and verbal abuse.

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

Through detailed collaborative planning, practitioners successfully provide flexible and stimulating learning experiences which engage the interest and motivation of every child and enable them to make good progress towards meeting the outcomes of the Foundation Phase. The cycle of topics builds systematically on children's current knowledge, understanding and skills and enables them to make good progress in learning. The strong emphasis placed on encouraging children to be active in their learning provides valuable opportunities for them to form close relationships with others and to take more responsibility for their work and to develop into confident learners. They are constantly urged to take risks, to be tolerant towards other children and to develop an inquisitive mind.

The comprehensive provision ensures that children acquire the literacy and communication skills which will enable them to make good progress across all areas of learning.

The opportunities provided for children to develop their personal identity and to raise their awareness of Welsh culture, festivals and traditions are of good quality. Through role play and listening to stories about children in other countries, as well as raising money for charity, children become increasingly aware of their roles as global citizens. Although the setting has suitable arrangements to recycle waste, children do not have a sufficiently active role in these processes

### **Teaching: Good**

All practitioners are skilled in their work and make a substantial contribution to the quality of children's learning. They possess sound knowledge and understanding of the Foundation Phase and have high expectations for children's learning. Stimulating experiences are provided across all areas of learning and a good range of learning strategies are used to ensure the involvement of children of all abilities. Practitioners successfully maintain a good balance between activities chosen by the child and those which are led by adults. Imaginative use is made of a variety of resources to appeal to children's interest and to improve their learning. Practitioners generally are good language role models themselves and use questions effectively to challenge children and to improve their learning.

The setting assesses children regularly and comprehensively and records observations and assessments in detail in order to measure children's progress and welfare across all areas of learning. Recently, practitioners have started to use assessment information to plan activities for the future which satisfy the needs and interests of every individual child. However, this practice is new and it has not yet well-established in the setting's planning and assessment arrangements.

Parents receive useful information about their children's achievements, welfare and development and the leader ensures that they have an active part to play in the assessment processes.

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

The setting has effective policies and arrangements to promote children's healthy living and welfare. Children are encouraged to eat healthily during snack time, to care for their personal hygiene and to participate in physical activities. The learning experiences promote children's personal development well; this includes their spiritual, moral, social and cultural development. Children feel happy and safe in the company of the adults at the setting and they are willing to ask for help and guidance if the need arises. Practitioners know how to respond appropriately to any challenges linked to poor behaviour.

Effective induction arrangements, as well as the close relationship with the parents, ensure that children settle down quickly at the setting. Children's learning needs are noted very early on when they join the setting and practitioners ensure that these needs are fulfilled. When specific cases arise, practitioners are proactive in seeking the assistance of specialist services. The setting fully satisfies safeguarding regulations and ensures the safety of children at all times. The setting has an appropriate policy and has safeguarding procedures.

### **Learning environment: Good**

The setting is an inclusive community where all children are afforded equal right to all areas of learning and activities provided for them. There is strong emphasis on developing tolerant attitudes and on ensuring that children and members of staff are free from harassment. The setting has enough practitioners who possess the necessary expertise to teach every aspect of the Foundation Phase curriculum. Practitioners are successful in creating a stimulating environment where every child can take full advantage of the learning experiences and develop positive values and attitudes.

With the exception of information communications technology, there are enough good quality resources in all areas of learning. These are carefully matched to the development and learning needs of every individual. The plentiful resources of the primary school, as well as those of the local area, are used imaginatively to enrich the curriculum and to support learning in the classroom. The accommodation is of good quality and used effectively.

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

The leader's strong sense of purpose promotes and sustains improvements effectively. Teaching and learning are well managed, and the setting's policies are implemented effectively for the benefit and welfare of the children. Expectations for ensuring improvement are high. The leader supports the staff well and challenges everyone to do their best. Effective procedures have been established to manage and appraise staff performance and to identify their professional development needs.

Practitioners work together closely as a team and share common values as regards learning, behaviour and relationships. They ensure that the Foundation Phase and other national priorities are successfully presented. The relationship with children, the parents and the primary school are very positive and contribute significantly towards creating a sense of community.

The management committee fulfills its responsibility very thoroughly and is an influential voice in the setting's development. It offers the leader strong support and is always available to offer its help.

### **Improving quality: Good**

Practitioners possess appropriate knowledge of the setting's strengths and those aspects that need improving. Recently, they have evaluated the setting's work and have used the information appropriately in a detailed development plan in order to prioritise matters which they wish to improve. Self evaluation carefully heeds parents' views and benefits substantially from the advice of the local authority support teacher. The practitioners are open to new ideas and willing to attempt different ways of working. However, although self evaluation is effective, it is, at present, in the initial stages of development.

Practitioners are well supported through a comprehensive programme of continuous professional development provided mainly by the local authority and the Mudiad Ysgolion Meithrin. This ensures that every member of staff regularly acquires new knowledge and skills and is aware of the most recent developments in the Foundation Phase. Practitioners regularly share good practice within the setting and contemplate their own practice.

### **Partnership working: Good**

A wide range of partnership activities make a strong contribution to children's achievements and welfare. There is a very productive relationship with the primary school. The setting derives great benefit from using the school's resources and facilities. The practice of setting time aside for the setting's children to have singing lessons with the school's Foundation Phase teacher substantially eases transition arrangements. There are strong links with a number of the village's institutions. Practitioners, including the leader, take active steps to include parents in every aspect of the setting's work. They are regularly informed about all the activities and encouraged to participate in their children's education.

The regular visits, reports and advice provided by the local authority support teacher have a very positive impact on the setting's development.

Practitioners work together well, share information about children and know whom to contact and when should any child need additional support.

### **Resource management: Good**

The setting is well staffed to teach the Foundation Phase curriculum and members of staff are effectively used to make the best use of their time, their expertise and their experience. The leader and the management committee have a very thorough



understanding of their budget and they prioritise spending in line with the setting's development needs. The leader and the treasurer evaluate expenditure decisions extremely carefully to ensure that they have a positive impact on children's standards, progress and welfare. The setting provides good value for money.

## Appendix 1

### Responses to parent questionnaires

There is no commentary on parental questionnaires as only a small number of responses were received

### Responses to discussions with children

Children say that they are happy in the setting and are confident to turn to any adult to ask for advice and guidance.

## Appendix 2

### The reporting inspector

Mr Wil Williams	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](http://www.estyn.gov.uk))

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

## 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 partnership's 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>National Childminding Association (NCMA)</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 (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.