



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 Talysarn
Y Ganolfan
Ffordd yr Orsaf
Talysarn
Gwynedd
LL54 6HL**

Date of inspection: November 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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About the setting

Talysarn Nursery Group was established in 2007 and is located in the Community Centre in the middle of the village of Talysarn in Gwynedd. The children who attend this live in the village or the surrounding areas. A voluntary committee manages the setting. It operates as a member of '*Partneriaeth Blynyddoedd Cynnar a Gofal Plant Sir Gwynedd*' (Gwynedd County Early Years and Child Wellbeing Partnership). It is also a registered member of the '*Mudiad Meithrin*'. The setting provides for children aged two to four years of age. It is open between eight forty five and ten fifty for five sessions a week during the school term. During the inspection, there were five children aged two and a half years on roll.

Most of the children are from homes where Welsh is spoken. One child is from an English speaking background and one child with additional learning needs attends the setting at present.

There are two full time members of staff who have appropriate qualifications in the area of education and care of young children. An additional member of staff has just started in post in September 2011. The setting is in the care of the chief practitioner. The setting was last inspected by the Welsh Social Services Care Inspectorate (WSSCI) in May 2011. This is Estyn's first inspection.

Summary

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

Current performance

The group's performance is good because:

- there is a very good relationship between the practitioners and the children;
- all the children are well cared for in an inclusive and welcoming learning environment;
- all the children have a positive attitude towards learning and they respond well to the staff's expectations that they behave responsibly;
- very effective use is made of time to maintain the children's interest and to promote their development effectively despite the practitioners missing opportunities to enrich the children's language across some areas of learning;
- the setting is led and managed effectively;
- the children benefit from the good partnerships with parents, the local education authority and the community.

Prospects for improvement

The group's prospects for improvement are good because:

- the provision is based on the children and their individual needs;
- the setting has assessed its strengths and areas for improvement correctly;
- the practitioners are dedicated and attend relevant training on a regular basis
- the management committee and the parents offer strong support and the setting's close working with the local authority and the '*Mudiad Meithrin*' is beneficial for its development.

Recommendations

In order to improve the group needs to:

- R1 ensure consistency in implementing the plans to nurture the language across all areas of learning;
- R2 provide resources and more opportunities for the children to develop information and communication technology (ICT) skills across the areas of learning;
- R3 further develop the outside area to promote the children's understanding of the world around them;
- R4 ensure that more emphasis is placed on practitioners' performance management.

What happens next?

The setting will draw up an action plan which shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	N/A
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Standards: N/A

There is no report on children's progress, standards in the development of their skills and the Welsh language. The reason for this is that there were insufficient numbers of relevant children present at the time of the inspection to enable reporting on them without identifying individual children.

Wellbeing: N/A

There is no report on children's wellbeing. The reason for this is that there were insufficient numbers of relevant children present at the time of the inspection to enable reporting on them without identifying individual children.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The practitioners provide a range of interesting activities across most of the areas of learning. The practitioners provide regular activities for children to experiment and this helps them to become independent learners. Good activities are provided for them to develop their basic and essential skills in literacy and numeracy. The practitioners use effective curricular frameworks to plan the provision. The long term planning is based on a series of themes appropriate for the children's age and interests. The short term planning pays good attention to specific skills to be developed in the learning areas in

the room, in the hall and in the outside area.

The planning for focus tasks is detailed and includes developing the children's learning skills. The language learning methods are not consistent and insufficient attention is paid to information technology skills.

The practitioners use the indoor and outdoor environment well and encourage children to take a risk and to experiment with new experiences. Visitors to the setting and visits out in the community enable children to develop good understanding of the world around them.

Good attention is paid to developing the Welsh language and there is constant encouragement for children to use Welsh in their learning and in play by means of varied activities. There is good emphasis on promoting the children's awareness of Welsh traditions and celebrations.

Teaching: Good

The teaching is good on the whole. The practitioners have a good knowledge of children's development and interests and of the Foundation Phase curricular requirements. They prepare good learning experiences which arouse the children's interest.

The practitioners use a very good range of learning methods and resources to assist in the teaching. The practitioners work well as a team to offer the children support.

They communicate very well with the children during story sessions and group work but they miss opportunities to question incisively and to develop the children's vocabulary. The singing sessions ensure that children join in energetically during activities. Behaviour is managed very well.

Good procedures exist to report on the children's progress and development. The practitioners know their children well. They observe them regularly as they join in their activities and record any significant developments in a file of notes. The group makes effective use of the information gathered to plan the next steps in the learning and to stretch the children's skills further. Parents and carers are regularly informed, formally and informally, about their children's achievements, wellbeing and development.

Care, support and guidance: Good

The setting is a caring and well organised community. The policies supporting health and wellbeing are implemented well. Arrangements to enable children to settle quickly are very good.

All the children are happy in the setting and comfortable in the company of adults. Both the children and adults show respect towards one another. A daily healthy snack is provided for each child. The practitioners encourage children to venture and to help one another. They take turns as "Helpwr y Dydd" (Today's Helper) which

offers good opportunities for children to take responsibility. The practitioners set and promote high expectations of good behaviour.

Practitioners identify children's needs promptly and provide purposeful and effective support for them. They work well with outside agencies and special services to meet children's specific needs. The setting has procedures and an appropriate policy for safeguarding.

The experiences provided promote personal and social development well and they include appropriate spiritual, moral and cultural development. The practitioners encourage pupils to develop independence and to benefit fully from the experiences provided for them.

The learning Environment:

The setting is an inclusive community where all the children have equal right to the curriculum and to all the activities offered. Appropriate emphasis is placed on celebrating diversity. The setting successfully creates a warm and welcoming environment. It has an adequate number of practitioners who possess good knowledge and experience in order to deliver the curriculum. On the whole, there is a good supply of resources and they are used effectively to support the learning and teaching.

Good use is made of visits to the community and of visitors from the community to extend the children's experiences.

The building offers good quality facilities and the practitioners make full use of them. The area outside the room is used for activities. This area, however, has not been developed sufficiently to enhance the children's knowledge and understanding of the world in full.

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

The leader possesses a clear vision and a good understanding of child development and of the Foundation Phase. There is a clear structure to the sessions and the two practitioners work very effectively as a team for the advantage of the children. Appropriate policies are in place and are implemented effectively. Parents/carers are fully aware of the complaints procedures.

The two practitioners work effectively as a team. They are open to new ideas and willing to try different ways of working. They make appropriate use of opportunities provided for working together and sharing experiences with other settings in the area.

The managements committee is efficient and supportive. They are dedicated and effective in executing their responsibilities

Improving quality: Good

The practitioners action recommendations swiftly and effectively.

The leader, managers and parents / carers feed the self-evaluation process. The leader – with the support of the local authority Foundation Phase Link Teacher – uses the information to summarise judgements and identify areas for improvement. The self evaluation report is specific and evaluative and identifies strengths as well as a clear identification of areas of development. The process is effective in identifying improvements to ensure positive advantages all the children.

Partnership working: Excellent

The leader works very effectively with the County Link Teacher and the Mudiad Meithrin officer to monitor provision. These partnerships are outstanding and beneficial for the education of the children.

The parents are well informed and regularly consulted.

All children are well prepared for the next stage in their education. The partnership between the setting and the local school is very effective and eases the process of transferring from the setting to school.

Community links are strong and used very effectively to support children's learning. A good variety of visitors are welcomed to the setting to include the local police and fire service. An extensive programme of visits out to local places of interest enhances children's knowledge of the world.

Resource management: Good

The setting is staffed appropriately and effective use is made of the practitioners' strengths and interests. The process of performance management and of recognising practitioners' training needs is not sufficiently formal.

Good use is made of the hall and of the outside area to develop some areas for development. The practitioners manage resources well and renew them as required. They understand how much revenue is available for spending. They work closely with the management committee to identify realistic priorities to develop resources and aspects of the learning areas. The managements committee arranges numerous money raising activities to support these priorities. The setting provides good value for money

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Two parental questionnaires were received and these conveyed very positive views of the provision. The parents feel that their children make good progress and that they enjoy attending the setting. They believe that their children are very safe and behave well there. They state that it is easy to talk to the staff and that their children settle down without delay in their company. They are of the view that the setting is well run.

Responses to discussions with children

Every child was happy when talking to visitors. They say that they are very happy in the group. They join in the activities enthusiastically. They are very willing to chat about their favourite activities and about their friends.

Appendix 2

The reporting inspector

Dr Prydwen Elfed-Owens

Reporting Inspector

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.