



*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 Aberffraw  
Neuadd y Pentref  
Aberffraw  
Ynys Môn  
LL63 5EZ**

**Date of inspection: June 2013**

**by**

**Wil 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 Aberffraw is a registered nursery setting which forms part of the provision of the Mudiad Meithrin and the Ynys Môn Children and Young People's Partnership. It meets in the mornings for four sessions a week.

Aberffraw is a small, rural village and, in the setting's view, it has a number of low income families. The sessions are held in a large meeting room in the village hall and a kitchen, toilets, a storeroom and an outside play area are available for use by the setting. Children of all abilities and backgrounds are accepted at the setting. During the inspection, no child with additional learning needs nor of ethnic origin was attending the setting.

The setting provides two and a half hour sessions for two to four year old children, although the number of sessions attended by individuals varies according to parental choice. Since the closing of the village's primary school, very few children attend the setting. One child is funded by the local authority.

All the setting's children speak Welsh at home. No child is learning English as an additional language. Welsh is the setting's main medium of teaching and learning.

Two practitioners share the leader's post. They are both appropriately qualified to teach the early years.

The setting was last inspected by the Ynys Môn Care and Social Services Inspectorate for Wales (CSSIW) in February 2012 and by Estyn in May 2007

## Summary

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

### Current performance

Current performance is good because:

- interesting and stimulating experiences encourage children to make good progress across all Foundation Phase areas of learning;
- there is good planning to develop communication, numeracy and information communication technology skills;
- of the high quality of the majority of teaching;
- almost every child is happy and cheerful when coming to the setting;
- there is good provision to promote children's spiritual, moral and social development; and
- the setting is an inclusive community where every child has equal right to all areas of learning.

### Prospects for improvement

Prospects for improvement are good because:

- leaders provide a clear sense of direction for the setting's development;
- leaders have good knowledge of the setting's strengths and areas to be developed;
- the officers of the management committee undertake their duties diligently;
- the setting is open to new ideas and willing to try out different ways of working;
- a good range of partnerships make a strong contribution to children's achievements and wellbeing; and
- the setting provides good value for money.

## Recommendations

R1 To include the Management Committee in self evaluation processes.

R2 To record practitioners' observations on children's development more regularly.

### 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?

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

Through effective collaborative planning, practitioners succeed in providing a wide variety of interesting and stimulating learning experiences which alert the interest of all the children and encourage them to make good progress across all Foundation Phase areas of learning. Many of these experiences build systematically on children's current knowledge, understanding and skills and provide valuable opportunities for them to take risks and to experiment and develop as independent learners. Through working indoors and in the local area, such as the nearby beach, children have regular opportunities to increase their understanding of the world they live in and of the wonders of the natural world. They also develop many key physical and creative skills.

The setting plans well to develop children's communication skills. When working on an individual task or participating in a large group session, children are encouraged to listen carefully to adults and other children and to share their ideas and experiences with the rest of the group. The role-play activities provided, such as in the 'seaside' area, are a good opportunity to introduce new Welsh vocabulary such as 'gwymon' and 'broc môr', and to develop children's ability to adapt their language for different purposes. There are opportunities every day for children to listen and respond to their favourite stories and to handle books independently, either to follow a story or to glean information from pictures. There are useful opportunities in almost every learning area indoors and outside for children to use mark making for a specific purpose

The setting creates good opportunities, often in informal situations, for children to develop and use their numeracy skills. During daily sessions on the carpet, they discuss the order of days of the week, count familiar objects and use their fingers to show their age. The information communication technology resources bought recently ensure that there are good opportunities for children to use different software and develop their skills in different situations.

The open-ended nature of many of the continuous provision encourages children to use their thinking skills purposefully in order to solve practical problems.

The setting gives a pride of place to developing children's knowledge and understanding of the traditions and culture of Wales and to increasing their awareness of their role in a global society.

Through recycling and reusing waste, the setting has appropriate provision for raising children's awareness of sustainability.

## **Teaching: Good**

The good quality of most of the teaching is an obvious strength and makes a strong contribution towards developing children's learning skills. Practitioners have current knowledge of the Foundation Phase and they expect much from every child. There are robust arrangements to ensure that activities provided are appropriate for children of all ages and abilities. The setting makes intelligent use of the indoor environment, the outdoor area and the local area, such as the seashore close by, in order to plan exciting and open-ended activities, which motivate children's involvement with the task in hand. The setting creates a successful balance between activities chosen by children and practitioner led activities.

Staff are generally good language role models and use every opportunity to introduce new Welsh vocabulary and phrases to the children. Timely intervention by staff along with skilful questioning, extend children's understanding and skills very effectively and challenges them to learn more for themselves. The setting places great emphasis on learning through play and on enjoyment. Members of staff respond sensitively and firmly to any inappropriate behaviour.

Practitioners know children well and keep appropriate records of their progress in the Foundation Phase's six areas of learning throughout their time at the setting. Practitioners use an appropriate number of methods to assess and measure children's progress, including day-to-day observations. Despite the fact that these observations are of good quality in the main, they are not recorded regularly enough for them to be useful for planning future activities. Parents are included in assessment processes and through receiving their child's 'Llyfr Trysor' (Treasure Book), they obtain very useful knowledge about their development across every area of learning

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

Nearly all children are happy and cheerful when they come to the setting. The setting has secure policies and arrangements for promoting healthy living and children's wellbeing. By offering healthy snacks, promoting hygiene and providing daily opportunities for children to share their experiences and to participate in physical activity, the setting helps children to achieve physical and emotional wellbeing. There are very good arrangements to ensure that every child and adult is free from any physical or emotional harassment. All children are encouraged to participate fully in the life of the setting and to undertake responsibilities such as 'helpwr heddiw', distributing resources putting things away at the end of sessions.

Provision for promoting children's spiritual, moral and social development is good. There is a strong emphasis on developing children's curiosity and sense of awe about the world they live in, and the natural world in particular. Values such as honesty and respect are strongly promoted through all the setting's work. Children are encouraged to show initiative, to control their behaviour and to be willing to share resources with other children.

When a child or parent needs help or specialist support, the leader is well aware of whom to contact. The setting's previous experience of co-operating with local

authority representatives and health visitors shows that there are appropriate arrangements to support children with additional learning needs.

Good induction arrangements, as well as the care of practitioners, ensure that children new to the setting settle down without problems.

The settings arrangements to safeguard children satisfy requirements and are not a cause for concern.

### **Learning environment: Good**

The setting is an inclusive community where every child has equal access to all areas of learning and activities provided. There is strong emphasis on developing tolerant attitudes and on ensuring that children and staff are free from any harassment. The setting has enough practitioners with sufficient knowledge and expertise to teach every aspect of the Foundation Phase curriculum. Practitioners are successful in creating a motivating environment where every child can take full advantage of learning experiences and develop positive values and attitudes.

There is a good supply of good quality resources in every area of learning, including ICT. They are matched carefully to suit the development and learning needs of all individuals. Practitioners make imaginative use of the local area, as well as the recently established outdoor area, to enrich children's learning experiences. The setting uses resources in the local community very appropriately to support learning in the classroom. The accommodation is of good quality and extensively used.

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

The two practitioners, who also share the leadership responsibility of the setting, work effectively as a team in order to provide the setting with a clear sense of direction. By taking advantage of one another's strengths, the leaders have been able to ensure that the setting is managed effectively and that most of the teaching is of a high standard. An ethos where children and additional staff feel that they are appreciated has been created. Overall, there are high expectations as regards standards and members of staff are challenged to strive to achieve their best. Leaders share agreed values about learning, behaviour and relationships and work towards common objectives.

The setting has clear aims and policies, which concentrate on children's needs and are understood and implemented conscientiously. Effective links with parents and other partners have been established and the registered person has developed an appropriate system to appraise practitioners. This gives rise to agreed targets, particularly as regards identifying further professional development needs.

The officers of the management committee undertake their responsibilities diligently. They invite parents to every meeting and through regular newsletters ensure that they have current knowledge about the setting's work. Members of the committee ensure that any complaints are resolved immediately and that the setting conforms to legal requirements.



The leaders' willingness to undertake local and national priorities, such as the Foundation Phase and the Isle of Anglesey Healthy Schools' Scheme, has enriched the children's learning experiences and has given rise to improvements in children's learning and welfare.

### **Improving quality: Good**

Through continuous self-evaluation, the leaders have good knowledge of the setting's strengths and areas to be improved. The self-evaluation report is of appropriate quality and analyses the setting's current situation effectively. It uses the information purposefully in a development plan to set priorities for improvement. There is a clear structure to implement improvements as well as appropriate arrangements for evaluating the effect of the developments on standards and provision.

The leaders appreciate the views of parents and provide regular opportunities for them to express views about the setting. The setting responds promptly and positively to any comments made by individual parents.

Continuous professional development programme provided mainly by the local authority and the Mudiad Meithrin, strongly support practitioners' development. This has enabled them to acquire new knowledge and skills and to introduce the Foundation Phase successfully. Training sessions also provide valuable opportunities for practitioners to share their practice with practitioners from other settings.

The setting is developing well as a strong learning community. Practitioners are open to new ideas and they are willing to try different ways of working and share information with each other.

### **Partnership working: Good**

The good range of partnership activities makes a strong contribution towards children's achievements and welfare. Parents are regularly informed about every aspect of the setting's work and practitioners take active steps to include them in all the activities arranged by the setting. The information pack distributed to new parents provides useful information about the setting's policies and procedures although it does not suggest ways in which parents can help their children. As there is no longer a primary school in the village and the children transfer to a number of different schools outside Aberffraw, there is no active link with one specific school. However, there are appropriate arrangements to forward children's assessment records to the relevant schools.

Close co-operation between the setting and the local authority support teacher, as well as the Mudiad Meithrin makes a very positive contribution towards improving the quality of the provision and standards. Practitioners work together very effectively, share information about children and know whom to contact and when if children require additional assistance.

The good links forged with the community hall committee and people in the community, such as parents and the church, have given rise to substantial benefits for the children.

### **Resource management: Good**

The setting is appropriately staffed to teach every aspect of the curriculum and members of staff are used effectively to make the best use of their time, expertise and experience. Resources are well managed.

The leaders and the management committee have a thorough understanding of the setting's budget and prioritise spending in line with the setting's development requirements. The leaders' particular ability to attract sponsorship from sources, such as the Lottery, has substantially strengthened the setting's financial situation. This has enabled them to ensure that there are high quality resources available for the children, particularly ICT equipment, and that there is a good variety of resources in the outdoor area. The leaders and the management committee evaluate financial decisions carefully to ensure that they have a positive impact on children's standards, progress and welfare.

The quality of the provision is good and leaders provide a clear sense of direction for the setting's work. The setting, therefore, provides good value for money.

## **Appendix 1**

### **Stakeholders' satisfaction report**

#### **Responses to parent questionnaires**

There is no commentary on parent 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 support.

## **Appendix 2**

### **The reporting inspector**

Mr Wil Williams

Reporting Inspector

### **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))

## **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>	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

<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.