



*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

## **Report on**

**Cylch Meithrin Bae Penrhyn  
The Cabin  
Ysgol Glanwydden  
Derwen Lane  
Bae Penrhyn  
Conwy  
LL30 3LB**

**Date of inspection: May 2014**

**by**

**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 Bae Penrhyn is situated in a cabin in the grounds of Ysgol Gynradd Glanwydden. It is a registered member of Mudiad Ysgolion Meithrin and provides Welsh-medium education for children in the Penrhyn Bay area of Conwy.

The nursery group is registered to admit up to 26 children in each session and they begin at three years of age. At present, 23 three-year-old children attend the nursery group, 20 of them funded by the local authority. Five four-year-old pupils also attend the afternoon sessions.

English is the main home language of the vast majority of children and only two children are from households where one or both parents speak Welsh. Welsh is the main medium of teaching and learning at the nursery. Of the children who attend at present, very few have additional learning needs.

The staff at the setting includes a leader, a deputy leader and four learning assistants. The leader has been in post since September 2013.

The nursery group was last inspected by Estyn in June 2008 and by the Care and Social Services Inspectorate Wales in February 2014.

## Summary

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

### Current performance

Cylch Meithrin Bae Penrhyn's current performance is good because:

- there is a welcoming and happy ethos;
- practitioners are caring towards children;
- children settle in quickly;
- most children's communication and numeracy skills develop well;
- most children's social skills develop well; and
- practitioners have an appropriate understanding of the requirements of the Foundation Phase and they plan and assess effectively.

### Prospects for improvement

Cylch Meithrin Bae Penrhyn's prospects for improvement are good because:

- leaders have a clear vision for developing the nursery group;
- practitioners work effectively as a team;
- leaders have a clear understanding of the nursery group's strengths and areas that need to be improved;
- practitioners receive appropriate training that has a positive effect on the children;
- practitioners work effectively with a range of partners; and
- finances are managed prudently.

## Recommendations

- R1 Raise children's confidence when speaking Welsh
- R2 Increase provision for developing children's information and communication technology (ICT) skills
- R3 Provide better opportunities to develop children's independent skills
- R4 Formalise staff meetings

### What happens next?

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

Most children's communication skills are developing well. Nearly all pupils listen attentively to stories and other presentations during learning sessions, and respond appropriately. The majority hold simple conversations with peers and adults and show some acquisition of relevant vocabulary in their first language. For example, they talk in a mature manner when role-playing in the café and the garden centre. Nearly all of them respond appropriately to instructions and questions in Welsh by using single words. However, only a few are confident when communicating at length orally in Welsh. The majority recognise their names in print. The majority practise early writing skills appropriately by making marks using paint, crayons, sand and by drawing pictures. However, only a few are able to write their names independently.

The majority of children are able to count fairly accurately to at least ten and associate symbols and numbers up to at least five. They are able to sort familiar objects in a variety of ways, for example according to colour or shape. Most of them are able to identify and name simple two-dimensional shapes correctly, and use their number skills appropriately in various activities across the curriculum. Many of them understand that money needs to be exchanged when buying items, and most of them identify simple colours and are able to name them correctly.

Individuals are beginning to develop basic information and communication technology skills appropriately in limited situations. They attempt to control an electronic device confidently, by following instructions from an adult.

Most children's personal and social skills are developing well through a range of valuable experiences that are provided within the nursery group and the nearby community. They wash their hands without help, take turns, share toys and respond maturely to simple responsibilities that are given to them.

### **Wellbeing: Good**

Nearly all pupils settle in quickly in the nursery group. They behave well, form an appropriate relationship with each other and with adults and are prepared to ask for help when needed.

The majority of children show enthusiasm towards their learning, and work conscientiously on tasks for suitable periods before choosing other activities. They strive well to work independently when they have an opportunity to do so. The confidence of the majority is developing very effectively. They are very willing to sing Welsh songs that they have learnt, individually in front of the other children.

The majority of children understand the importance of eating and drinking sensibly and taking regular physical exercise in order to stay healthy. They understand why they need to wash their hands thoroughly as part of a personal hygiene programme.

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

Practitioners plan effectively in line with the requirements of the Foundation Phase, using the local authority's frameworks. Practitioners discuss the needs of individuals appropriately and plan effectively jointly on a weekly basis. This ensures appropriate provision in order to meet children's needs and the most effective use of staff time and the nursery group's resources.

Weekly plans provide appropriate opportunities to develop children's communication and numeracy skills and wider skills within a range of interesting themes. However, the opportunities that are provided for children to develop their ICT skills and skills of working independently are limited.

Welsh is the official language of the nursery group, and practitioners strive well to converse with children in that language. Staff provide regular opportunities for children to role-play, discuss their activities, sing and listen to stories and talks in Welsh in group sessions. This is an effective way of developing and enriching children's oral language in Welsh. Practitioners provide opportunities for them to learn about Welsh traditions and celebrations effectively through activities such as celebrating Saint David's Day and Saint Dwynwen's Day. Children receive appropriate opportunities to learn about other cultures and traditions through activities such as studying the Chinese New Year.

The nursery group makes effective use of the local community by arranging appropriate visits to interesting places such as Parc Eirias and the local garden centre. Practitioners plan purposeful activities in the garden to develop children's understanding of the need to protect the environment and respect living things. These experiences enrich provision and teach children about their community effectively.

### **Teaching: Good**

Practitioners have high expectations of the children and of themselves. They use various strategies in order to deliver stimulating education for the children. They have an appropriate understanding of the requirements of the Foundation Phase and all the activities that are presented comply effectively with those principles. They provide an increasing balance between activities led by adults and others in which the children lead their own learning. Practitioners question probingly in order to discover what children understand or know in order to meet children's learning requirements as individuals or groups.

There are very effective arrangements in place to assess and track pupils' progress. Practitioners observe the children during their activities in detail and record their progress effectively, and use the information in order to move learning forward appropriately. These records provide a clear picture of children's achievement and progress in the six areas of learning. Practitioners praise children's efforts effectively in order to raise their confidence and give them constructive oral comments in order to improve. They report appropriately to parents on their children's progress and comprehensive details about individuals are given to the primary school as children transfer.

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

Practitioners are caring towards all children in the nursery group. There are very effective systems in place for supporting children's health and wellbeing by implementing a range of policies and procedures effectively.

Practitioners promote children's personal development effectively through a range of regular activities, which involve sharing and looking after themselves and others. Practitioners promote children's spiritual, moral, social and cultural development effectively through specific stories and by drawing children's attention to those who take turns and share, for example at ticket time. Values such as fairness and an understanding of what is right and wrong are promoted effectively through daily activities.

The nursery group has a policy and procedures for safeguarding children that meet requirements and they are not a cause for concern. The leader is responsible for this area and practitioners have received relevant training.

The nursery group provides appropriately for children who have additional learning needs. Practitioners use a range of effective strategies to meet the needs of these individuals. The nursery group uses the services of specialist agencies to help practitioners to address specific needs. Individual education plans are in place for

individuals who need them. These plans are reviewed and discussed with parents regularly.

### **Learning environment: Good**

A welcoming and happy ethos exists in the nursery group, in which everyone respects each other. It is an inclusive community in which all children have equal access to all the learning experiences that are provided. Practitioners consider and appreciate children's various backgrounds and act appropriately on that information. Practitioners use positive behaviour strategies that contribute effectively to developing children's understanding of good behaviour.

The nursery group has an adequate supply of good quality learning resources which are used effectively to support learning and teaching in each of the areas. The building and the site are safe and provide purposeful facilities. Practitioners make effective use of the learning space that is available by arranging specific learning areas within the building and in the external area. There are attractive displays of children's work which support their learning and ensure that their efforts are appreciated.

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

The leader has a clear vision for developing the nursery group, which includes promoting the use of the Welsh language. She conveys that vision effectively to everyone who is involved with the nursery. Practitioners work effectively as a team and show a strong commitment to providing an effective education for the children. Through regular discussion and co-operating closely, they develop priorities for improvement effectively and try to meet every individual's requirements.

The chair of the management committee is a regular visitor and provides good support and an appropriate challenge for practitioners. The management committee meets regularly and receives regular information about important developments. The role of members of the committee in evaluation and planning for improvement processes is developing appropriately and they have an increasing understanding of their role in challenging practitioners in order to ensure the best for the children.

Performance management processes are in place for evaluating practitioners' work. This leads to specific training in order to enable them to undertake their work effectively and develop them professionally.

### **Improving quality: Good**

The leader has a clear understanding of the strengths of the nursery group and the areas that need to be improved. The regular system of holding staff meetings and of planning jointly results in improvements in the experiences provided for children. However, these meetings are informal in nature at present.



The leader has conducted an appropriate evaluation of the nursery group's work and has recorded this clearly in the self-evaluation report. A suitable improvement plan is in place, and its priorities are based on the outcomes of the self-evaluation procedure. The plan includes suitable guidance for developing the setting further, and identifies a timescale and responsibility for implementation and clear success criteria.

Aspects of the provision are monitored regularly by the education authority's advisory teachers and Mudiad Meithrin's development officer. Areas to be developed are agreed upon, and effective strategies are implemented, which improve provision. The leader collects parents' opinions appropriately by discussing with them regularly and by sending specific questionnaires to them. Aspects of provision are discussed further with the local authority's advisory teachers and Mudiad Meithrin's development officer in order to improve them consistently.

Practitioners receive appropriate training on a range of aspects, which have been identified as priorities. For example, safeguarding children, first aid and teaching in the Foundation Phase. This, in turn, improves provision for children's education and wellbeing.

### **Partnership working: Good**

The nursery group co-operates closely with a range of partners who contribute effectively to the quality of provision and children's development.

A strong relationship exists between the nursery group and parents. Relevant information is provided for them through regular conversations, letters, e-mail messages, a newsletter and the notice board that is situated in the foyer. They appreciate the open door policy and regular opportunities to discuss their children's development with the leader and practitioners.

The nursery group has valuable links with Ysgol Gynradd Glanwydden which provides beneficial opportunities for practitioners and staff to discuss together, share resources and for the children to use facilities such as the garden and the yard regularly. The headteacher and staff at the school are regular visitors to the nursery group and transfer procedures are very effective. These arrangements ease the transition experience for children as they start in their new school in due course. The leader and the chair of the management committee are members of the school's governing body and the headteacher at the school is a member of the nursery group's management committee. This ensures effective communication between the two settings.

The constructive partnership with the local authority's advisory teachers and Mudiad Meithrin's development officer helps the setting's work to raise standards further effectively.

### **Resource management: Good**

Resources are managed and used effectively. The nursery group has an appropriate staffing level that complies with the principles of the Foundation Phase and provides

effectively for the children's wellbeing and development. Practitioners are deployed and used productively. The setting has a good supply of resources and full use is made of them. The building and external area are well maintained.

The leader and officers of the current management committee have a clear understanding of the budget, and expenditure decisions are prioritised in line with the needs of the nursery group. Efficient use is made of money that parents raise in order to add to resources. Considering the efficient use of funds, and the outcomes attained by children, the setting provides good value for money.

# Appendix 1

## Stakeholder satisfaction report

### Responses to parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	12	9 75%	3 25%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	12	9 75%	3 25%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	12	7 58%	5 42%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	12	4 33%	3 25%	0 0%	0 0%	5	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	1%	0%		
Teaching is good.	12	7 58%	4 33%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	12	10 83%	1 8%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	12	6 50%	6 50%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	12	10 83%	2 17%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	8	3 38%	2 25%	0 0%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed about my child's progress.	12	9 75%	3 25%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	29%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	12	11 92%	1 8%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	12	10 83%	2 17%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	0%		
My child is well prepared for moving on to school.	11	6 55%	3 27%	0 0%	0 0%	2	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	12	8 67%	4 33%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	0%		
The setting is well run.	12	10 83%	2 17%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	16%	0%	0%		

## Appendix 2

### The inspection team

Mr Huw Watkins	Reporting Inspector
Vanessa Bowen	Associate Assessor

### 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>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	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.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	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.

<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.