



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 Benllech
Goronwy Owen Hall
Tynyngongl
Benllech
LL74 8SG**

Date of inspection: January 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:

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 12/02/2014

Context

Cylch Meithrin Benllech was established in 1965 and it serves the coastal village of Benllech and the surrounding area. This Welsh-medium nursery group is held in a room in Ysgol Goronwy Owen, Benllech, Anglesey. The group moved to this site at the beginning of January 2014.

The setting is managed by a voluntary committee and is an education provider as a member of the Anglesey Early Years Development and Child Care Partnership. It is also a registered member of Mudiad Ysgolion Meithrin.

The setting is open for four afternoon sessions a week and provides for children aged between two and a half and four years old. At the time of the inspection, seven children were registered in the group. They are all entitled to funded provision. At the time of the inspection, no children were on the special educational needs register.

English is the language that is spoken in the homes of 75% of the children. At the time of the inspection, no children from ethnic minority backgrounds were attending the setting.

Two members of staff lead the group jointly. One of them is working towards a Level 3 qualification in Early Years Child Care and Education. The other member of staff already has this qualification. Both are completely fluent in Welsh.

The setting was inspected by the Care and Social Services Inspectorate for Wales in July 2012. The setting was inspected by Estyn in October 2007.

Summary

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

Current performance

The setting's current performance is good because:

- the teaching is consistently good;
- the practitioners provide a range of rich experiences that appeal to children's imagination;
- they make very good use of all learning areas to motivate the children and encourage them to solve problems; and
- the group enriches continuous provision very well in order to respond to termly themes.

Prospects for improvement

The setting's prospects for improvement are good because:

- the practitioners have a robust vision to develop the children in the group into fluent communicators in Welsh;
- the practitioners respond positively to guidance and training from the local authority and Mudiad Meithrin;
- both joint leaders understand well what they are doing and what they need to do to improve; and
- they respond well to the outcomes of monitoring standards and provision.

Recommendations

- R1 Track individual children's progress in more detail in order to meet their needs fully
- R2 Ensure that the outdoor area develops as a more prominent part of provision for the children
- R3 Strengthen the setting's self-evaluation process
- R4 Develop the management committee to take a more strategic role when planning for the long-term

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?

N/A

Standards: N/A

There is no report on children's progress, standards of their skills development, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection to report upon without identifying individual children.

Wellbeing: N/A

There is no report on children's progress, standards of their skills development, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection to report upon without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Staff in the group offer a range of rich experiences to the children, based on a series of themes. They meet the requirements of the Foundation Phase well. As a result, activities are interesting and appeal to the children's imagination, for example going on a shopping trip, and buying materials in order to make food for the birds back at the group.

Practitioners have effective plans to ensure that skills in the six learning areas are provided within each one of the rich learning areas. Within each theme, they adapt the content of the learning areas and ensure that there are good resources and relevant activities available for the children. This has a very positive effect on children's progress.

There are very robust plans to ensure that practitioners are able to promote children's literacy skills. There are clear guidelines regarding vocabulary and language patterns to be used in different contexts, and the way in which practitioners can model good language for children. As a result, the linguistic skills of children of all abilities develop effectively orally, and through early reading and writing skills.

Similarly, practitioners promote children's numeracy skills by ensuring that opportunities to count, sort and match take place in each of the learning areas. They also provide regular opportunities for children to use numbers naturally during the range of general activities in the group, for example when counting how many children are in the group at the beginning of the session.

The group is committed to ensure Welsh and Welsh-medium provision for the children. They ensure that children's ability to speak Welsh has very high priority in the group's activities. Regular use is made of the local area to provide interesting

experiences for the children, for example when visiting the beach and the local library. The children also benefit from occasional visits to the group by workers in the community, such as the police.

The group ensures good opportunities for children to develop their skills in information and communication technology (ICT). Purposeful equipment and suitable programmes are used regularly by pupils to promote their understanding of the six learning areas whilst improving their ICT skills.

Teaching: Good

Both members of staff co-operate well together when working with the children. They are enthusiastic and effective in gaining children's interest. They make good use of skilful questioning to engage children's natural curiosity. They follow children's decisions consistently as they choose in which learning area to play. On the whole, with a few exceptions, they model appropriate vocabulary and language patterns for the children.

Practitioners use resources and equipment effectively. They lead focus groups and manage children's behaviour well and intervene skilfully to support the children and extend their understanding, where appropriate. They make very good use of all learning areas in order to motivate the children and encourage them to solve problems. As a result, children are able to take effective advantage of opportunities to make decisions and develop vocabulary.

Practitioners observe children's individual skills appropriately and they have good knowledge of each one's progress. They identify the next steps in learning and ensure that specific children receive appropriate support when needed. However, findings do not influence subsequent schemes of work clearly enough.

Assessments at the beginning and end of each child's period at the group identify their progress appropriately. Booklets for parents convey children's developments across the areas of the Foundation Phase effectively.

Care, support and guidance: Good

The setting is a happy and orderly community, which gives a high priority to children's wellbeing and safety. There is an extremely warm and welcoming environment in which staff create a familial and inclusive atmosphere. Good opportunities are given for children to reflect, discuss their feelings and take turns. Each child is appreciated and respect is shown for their ideas and their interests through every day activities. Learning experiences promote children's personal development well as they learn about the importance of fairness and honesty. They know well about the difference between good and bad within the context of their young lives.

Effective arrangements are in place to support children's moral, social and cultural development. Experiences such as Christmas celebrations contribute successfully to children's spiritual development. Induction arrangements, along with daily contact with parents, ensure that children settle in quickly.

Staff develop a good awareness of the importance of eating healthily and keeping fit. Children are encouraged to take responsibility for serving a variety of fruit and drinks. The setting provides valuable opportunities to enable children to make decisions and take responsibility, for example by tidying and preparing learning areas.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting has a child safety policy and, following appropriate training, staff are aware of it and of the steps to be followed.

Although there were no pupils with specific additional learning needs at the time of the inspection, staff are aware of the necessary procedures for supporting these children. The setting has developed a close relationship with the primary school, which leads to smooth transition.

Learning environment: Good

There is a warm and positive ethos at the setting. Staff show fondness and kindness for each child, which leads to promoting this. Each child has equal access to a wide and interesting curriculum. Staff have suitable qualifications and robust experience of working with young children and they lead and support activities successfully. The environment in the room motivates and supports learning and teaching very successfully and there are enough opportunities for children to immerse themselves in their learning experiences. Meaningful use is made of the learning areas by arranging activities that develop literacy and numeracy skills well.

Practitioners create a warm and stimulating environment by displaying children's work and creating colourful displays to accompany themes. Full use is made of resources at the setting, and of community resources, to support learning. Practitioners use the outdoor area occasionally in order to stimulate children. However, it is not used effectively enough to enable children to apply their skills across all learning areas.

The setting has effective policies and procedures to deal with problems of aggressive behaviour and to promote equal opportunities and human rights that are known to all. These are monitored and implemented effectively. All members of staff have received training in first aid.

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

Leadership: Good

Both practitioners who lead jointly have a robust vision to develop children in the group into fluent communicators in Welsh. They understand their roles well and co-operate effectively. They respond positively to guidance from the local authority and Mudiad Meithrin. As a result, they plan purposefully to provide stimulating experiences for children.

There are only a few members of the management committee, and it only meets occasionally. It does not contribute enough to establishing a strategic direction for the setting.

The group gives appropriate consideration to legislation, and administration from day to day is very effective.

Practitioners receive relevant and appropriate training, which has a good effect on the quality of provision. The setting gives good consideration to national priorities, especially the development of children's literacy and numeracy skills.

Improving quality: Good

Both members of staff who lead the group know the setting thoroughly. They understand well what they are doing and what they need to do to improve.

With support from the local authority, the setting's self-evaluation processes are appropriate and link well with the development plan. The development plan is a practical document that applies the priorities of the self-evaluation to firm objectives to be achieved. However, these objectives do not always focus enough on children's outcomes and standards.

Practitioners co-operate effectively with the local authority to monitor standards and provision. They respond well to the outcomes of this process and aspects of them have been linked meaningfully to the development plan.

Practitioners are keen to accept new ideas from training, and experiment with various ways of working that are suggested by the local authority's advisory teacher and Mudiad Meithrin.

Partnership working: Good

The setting has a few strategic partnerships, which contribute effectively to the quality of provision and children's development. The setting's aims and objectives are shared with partners appropriately.

There is a beneficial relationship between the setting and parents. They are very supportive and contribute towards many activities, including raising money to improve provision. Nearly all of them express satisfaction with the setting. They receive useful information through booklets, newsletters and notice boards which offer relevant details about the setting and about their children's education. Practitioners are available regularly to discuss at the beginning and end of each session and parents appreciate the 'open door' policy and regular opportunities to meet staff.

Practitioners co-operate closely and very effectively with the local authority's Foundation Phase advisory teacher and Mudiad Meithrin staff in order to improve provision and standards. These partnerships are very successful and have a positive effect on children's education.

Links with the community have a strong influence on children's learning. Constructive use is made of visits to extend children's experiences and of links with local agencies and organisations to support campaigns to raise money.

The partnership with the primary school is good. There are clear arrangements for transferring assessment information with children as they start at the school. This partnership has a positive effect on children's standards and wellbeing.

Resource management: Good

The setting's staff manage resources well to support learning and improvements. Leaders ensure that the setting is staffed appropriately. In a short period of time, the setting has ensured a good range of learning resources of a high standard, which support teaching across the Foundation Phase curriculum.

Constructive use is made of practitioners' skills to deliver the curriculum and support children's learning. Staff co-operate effectively together to improve children's achievements. The comprehensive arrangements for meeting practitioners' development needs ensure that they have up-to-date information about recent developments in the Foundation Phase. There are appropriate procedures to ensure temporary supply practitioners should one of the permanent practitioners be absent from work.

The group arranges campaigns to raise money regularly to add to the supply of resources. Overall, practitioners make effective use of the setting's resources and of the funding to offer good provision. However, the management committee does not ensure that financial resources are always linked with priorities for improvement.

Overall, considering the quality of teaching, care and guidance, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 2

The reporting inspector

Mr Terwyn Tomos	Reporting Inspector
-----------------	---------------------

Copies of the report

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

Glossary of terms

Areas of Learning	<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"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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 partnerships conditions of registration.</p>
Foundation Phase	<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>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<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>

National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.