



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 Bryngwran
The Community Hall
Bryngwran Community School
Bryngwran
Isle of Anglesey
LL65 3PP**

Date of inspection: May 2014

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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Context

Cylch Meithrin Bryngwran is a Welsh-medium setting that is situated in The Community Hall, on the site of Bryngwran Community School, Isle of Anglesey. Nearly all children who attend the setting come from the village and the nearby area.

The setting has been held in the hall since 1977 and shares the building with other agencies. The setting is open between 9.30am and midday from Monday to Thursday. The setting runs a breakfast club and lunch club.

The setting says that many children come from homes where Welsh is spoken. The children represent the full range of abilities and no children in the current setting have been identified as having additional learning needs. No children come from an ethnic minority background.

The setting is registered with the Care and Social Services Inspectorate for Wales for a maximum of 13 children and it admits children from two and a half years old. At present, 17 children attend the nursery setting at some time during the week; four of them are three years old.

The leader has been in post since 2009. An assistant supports her. All staff have suitable qualifications.

A management committee supervises the work of the setting. The Care and Social Services Inspectorate for Wales last inspected the setting in 2013. Estyn inspected the setting in 2009.

Summary

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

Current performance

The setting's current performance is good because:

- learning experiences are planned well;
- there is a wide, balanced and interesting curriculum, which supports all children;
- there are good resources available in the building;
- there is a good relationship between adults and children; and
- there is effective co-operation with external agencies, which contributes purposefully towards the setting's success.

Prospects for improvement

The setting's prospects for improvement are good because:

- the setting has a good record of implementing changes, which have a positive effect on children's standards and wellbeing;
- self-evaluation systems and strategic planning are effective;
- staff have a positive and proactive attitude towards development and training;
- there is regular and sensible use of external support; and
- the management committee is supportive and plans appropriately for the future.

Recommendations

In order to improve, the setting needs to:

- R1 Set clear learning objectives at the start of every focus activity to challenge individual children
- R2 Complete regular assessments that lead directly to the next steps in children's learning
- R3 Develop and enrich the resources and experiences in the outdoor area
- R4 Address the issues regarding health and safety

What happens next?

The setting will produce an action plan that shows how it will address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

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

Wellbeing: Not applicable

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

Key Question 2: How good is provision?

Good

Learning experiences: Good

Planning satisfies the philosophy of the Foundation Phase effectively and achieves the outcomes that are identified in children's learning. The curriculum builds effectively on children's previous and current knowledge and experiences. There are interesting opportunities available to all children to develop their skills across the curriculum. Appropriate time is set every week for the leader and the staff to discuss the curriculum and the theme activities. Therefore, the curriculum is flexible and linked to children's interests.

Specific activities and tasks are planned thoroughly and children have freedom to choose their own tasks and activities. However, the learning objectives are not planned and presented in enough detail to challenge individual children. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world, physical development and creative development. All adults communicate effectively with children in Welsh.

Provision for developing children's information and communication technology skills (ICT) is successful. The staff direct children regularly to use technological equipment such as the computer, cameras and a tablet. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing in the shop and kitchen, experimenting with water and sand, discussing the weather and building blocks.

Suitable emphasis is placed on Welsh traditions and celebrations, such as celebrating St David's Day and Saint Dwynwen's Day. Good opportunities are also provided for children to learn information and gain an understanding of other cultures and traditions, for example, through studying the Chinese New Year. Similar

activities help children to develop a good understanding of the wider world and develop their awareness of global citizenship effectively.

Teaching: Adequate

Staff have good practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a positive relationship between all staff and children. Staff have an active role in planning the curriculum and the best use is made of their expertise. However, staff do not set clear learning objectives at the start of every focus activity to ensure that individual children are challenged appropriately in line with their abilities.

Staff co-operate effectively. All children are free to choose from activities that are led by adults or to work independently. However, at times, staff intervene too much and they do not allow children to develop their independent skills successfully.

Staff model language well in order to develop children's thinking and communication skills. Staff encourage children to evaluate sensibly as they discuss a story and role-play. In the building, staff provide an interesting environment that ensures successfully that all children take part and enjoy. However, the teaching in the open air is not stimulating.

Appropriate assessment procedures exist. The records of children's achievements are being completed adequately. Assessments do not lead, with enough detail, to individual children's targets and the next stages in their education. Parents and carers are informed well about their children's achievements and the information is available to them at any time.

Care, support and guidance: Good

The setting ensures that children's health and wellbeing is good. However, the leader, local authority and Mudiad Meithrin were informed of a health and safety issue that needs attention regarding storing furniture.

Visitors and visits extend children's experiences effectively. The setting visits the community regularly through trips to the seaside, local farms and the village. The use of the village and the local area develops children's knowledge and understanding of their community effectively.

The setting has good provision for ensuring children's spiritual, moral, social and cultural development. The staff foster values such as honesty, fairness and respect sensibly. Children have good opportunities to reflect, discuss feelings, say thank you and pray. This is evident as they take turns well when eating toast and fruit and having a drink around the dining table. The setting has the appropriate arrangements to promote healthy eating and drinking.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, the doors are locked and only members of staff open them. No-one can come in and no child can leave unaccompanied. Staff

are careful as children are collected and ensure that they are in the care of their parents or a familiar carer.

Regular reviews of children's progress ensure that individuals that are suspected of needing additional support are identified and staff discuss these with appropriate agencies. The leader is the additional learning needs co-ordinator and she is familiar with the necessary procedures in order to support children who have special needs.

Learning environment: Good

Through daily activities and the attitude that is adopted by staff, the setting promotes a positive ethos. Staff know children well and their individuality is recognised.

All children have equal access to an interesting curriculum, although the lack of a suitable outdoor area limits this somewhat. The setting uses positive behaviour strategies, which removes any disruption or aggressive behaviour.

The setting's staff have suitable qualifications and good experience and the adult to child ratio is favourable. Staff's expertise is used well in planning and in supervising activities.

The setting uses its resources successfully in the building to meet the requirements of the Foundation Phase and children's needs. Resources are accessible to children, which promote children's sense of responsibility well. Resources are shared effectively between continuous and enrichment activities.

The setting grows potatoes, flowers and fruit in pots and bags. However, the outdoor area is very restricted and the opportunities available for children to grow plants and play with large toys are not suitable.

The setting provides good opportunities for the children to recycle waste paper, plastic and food in specific boxes around the setting. This begins to develop their understanding of sustainability effectively.

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

Staff understand their roles fully and co-operate well as a team. They use the guidance of external agencies such as Mudiad Meithrin and the local authority sensibly. This practice ensures the best use of their expertise. The leader, staff and management committee plan purposefully to provide interesting experiences for the children.

The development plan is a useful document. Clear priorities for improvement are identified through sound self-evaluation procedures. Good processes are in place to ensure that resources are available to meet improvement objectives.

Staff receive relevant and appropriate training, which has a good effect on the quality of provision. The management committee leads effectively and gives good

consideration to legislation and its management systems meet requirements. The setting also gives good consideration to national priorities.

Improving quality: Good

The leaders and staff know the setting well. They know what they are doing successfully and what they need to do to improve.

The setting self-evaluates well. It ensures effective links between the self-evaluation and the development plan's targets. There is sound evidence of helpful evaluations from all who are connected to the setting, such as parents and external agencies. Appropriate targets include improving early writing and developing ICT skills; providing opportunities to make children independent; attend appropriate courses to improve staff expertise; and to stimulate parents' interest in roles on the management committee. However, the recommendation from Estyn's previous inspection, regarding improving provision in the outdoor area, has not been fully met.

The setting evaluates areas for improvement effectively against responsibilities and timescales in the development plan. Staff are keen to accept new ideas and to experiment with different ways of working which are suggested by the local authority's advisory teacher and Mudiad Meithrin. For example, recent training on effective self-evaluation and development planning has strengthened the understanding of all members of staff and management committee of the process. This is having a positive effect on children's learning and wellbeing.

Partnership working: Good

There is an effective relationship between the setting and parents. There is a comprehensive booklet for parents and carers, which provides them with relevant details about the setting.

By the time children leave the setting, they are well prepared for the next stage in their education at school. Links between the setting and the school are very good. As a result, children are familiar with the school's procedures before they begin full-time education.

Sound and effective partnerships exist with a range of community organisations. The partnership with Mudiad Meithrin and the local authority is good and helps the setting to progress.

Resource management: Good

Leadership is strategic and plans for the future. Resources are managed well to support learning and improvements at the setting. The leader and the management committee ensure that the setting has sufficient staff with appropriate qualifications and training.

The management committee and staff use support agencies purposefully for the sake of the children. The staff work together effectively to improve children's achievements.

Sensible use is made of all the available resources. They are accessible to the children. The staff make good use of the building and the local area to provide a range of interesting learning experiences.

Even though aspects of teaching and the outdoor area need improving, the general provision and enthusiasm of the leadership means that the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Nicholas Jones	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)

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

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (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.