



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 Brynsiencyn
Ysgol Gynradd Brynsiencyn
Brynsiencyn
Isle of Anglesey
LL61 5HZ**

Date of inspection: July 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 Brynsiencyn is a setting in the village of Brynsiencyn, in the Isle of Anglesey local authority. They have a room in Ysgol Gynradd Brynsiencyn. The setting is open for four mornings of the week. The setting has two members of full time staff and two temporary members.

The setting is registered to take up to 14 children. It admits children between two and a half to four years of age. At the time of the inspection, seven children attended, five of them funded by the local authority. All children are white British, and nearly all children speak English as their first language. There are a few children who have additional learning needs.

The staff are established and the leader has been in post since September 2008. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in November 2012 and by Estyn in November 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 of:

- the sensible planning of learning experiences;
- the wide, balanced and interesting curriculum which supports all children;
- the effective teaching;
- the purposeful resources that are available;
- the successful relationship between adults and children; and
- the 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; and
- the regular and sensible use of external support.

Recommendations

In order to improve the setting needs to:

- R1 Extend the provision and use of information and communication technology equipment (ICT)
- R2 Interfere less when teaching, in order for the children to develop their independent skills
- R3 Develop the role of the management committee to ensure that they evaluate and monitor the setting's practices regularly

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?

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 is effective. The curriculum builds consistently on children's previous and existing knowledge and experiences. Interesting opportunities are available for all children to develop their skills across the curriculum, particularly literacy and numeracy skills. Time is set aside each week for the leader and staff to discuss the curriculum and themed activities. Therefore, the flexible curriculum is managed well and linked effectively to children's interests.

Specific activities and tasks are planned thoroughly and children are free to choose their own tasks and activities. Challenging activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world and physical and creative development. All adults communicate effectively with the children in Welsh.

Provision for developing children's information technology skills is appropriate. There are not enough opportunities and use of information technology equipment available; in order to develop children's skills further. All children are given many opportunities to develop their thinking skills through interesting activities such as painting, digging in the garden, preparing food for a party and experimenting with water and sand.

The setting makes beneficial use of visits and visitors to improve children's learning experiences successfully. For example, visits from the air ambulance, the health visitor and the road safety officer add interest to the curriculum, which develops and extends children's experiences effectively. Visits to places of interest in the village and the nearby area, such as the air force, the farm and the local park enrich children's understanding of the world around them purposefully.

The setting places a suitable emphasis on Welsh traditions and celebrations, such as celebrating Saint David's Day and Saint Dwynwen's day. Good opportunities are also provided for children to develop their understanding of other cultures and traditions. For example, the setting celebrates the Chinese New Year. These activities help children to develop a good understanding of the wider world and develops their awareness of global citizenship effectively.

Good opportunities are available for all children to recycle paper, plastic bottles and food. There are ample opportunities for children to learn about how things grow and how to care for the environment in the outdoor area.

Teaching: Good

Staff teach well and they have a sound working knowledge of children's development and also a clear understanding of the requirements of the Foundation Phase. There is a very positive relationship between all staff and children. Staff have an active role in curriculum planning and their expertise is used to its best advantage.

There is a good balance between activities chosen by children and those directed by adults. However, at times, staff interfere too much and they do not allow the children to develop their independent skills successfully.

Staff model the Welsh language well to children's levels of development. Staff encourage children well to evaluate their work as they discuss stories and create creatures out of clay. Staff provide an interesting environment, which ensures that all children participate and enjoy themselves. Staff are very positive when the children arrive and their enthusiasm continues throughout the sessions.

Sound assessment procedures are established. The system of sharing duties is organised, which means that staff work together effectively and share information about children regularly. The process of recording children's achievements is carried out efficiently. Daily assessments are used effectively to note each child's achievement and development. Parents and carers are informed thoroughly about their children's progress.

Care, support and guidance: Good

The setting has good provision for ensuring children's health, wellbeing and their spiritual, moral, social and cultural development. Staff foster values such as honesty, fairness and respect consistently through everyday activities. They encourage children at all times in order to promote their self-esteem and self-confidence. Children are given good opportunities to reflect, discuss their feelings and take turns.

Snack time is a social occasion. Staff provide effective encouragement in order for children to take responsibility for serving the various snacks and drinks. At these times, there are sensible opportunities for children to discuss how they eat healthily and the importance of sustainability. The setting has the appropriate arrangements to promote healthy eating and drinking.

The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. The setting offers a safe environment. Doors are locked and are only opened by a member of staff. As a result, no-one can come in and children cannot leave on their own. The outdoor area is within the boundaries of the setting and the gates are locked safely. Good care is taken when children are collected in order to ensure that they are in the care of their parents or a known carer.

Sound processes are in place to support children with additional learning needs. Regular reviews of children's progress ensure that individuals who are suspected of needing additional support are identified. Staff discuss these children with the appropriate agencies. The leader is the additional learning needs co-ordinator. She makes rigorous use of the necessary procedures in order to support children with additional needs.

Learning environment: Good

Through daily activities and the attitude adopted by staff, the setting promotes a positive ethos. Staff know the children well and their individuality is recognised. Each child has equal access to an interesting curriculum. The setting uses positive behaviour strategies, which help to eliminate disruption or oppressive behaviour appropriately.

Staff have suitable qualifications and sound experience of working with young children. The adult to child ratio is very favourable. Staff expertise is used purposefully to plan and supervise activities. The setting uses its resources sensibly to meet the requirements of the Foundation Phase curriculum and children's needs. Resources are within the children's reach, which promotes the children's sense of responsibility well. Resources are shared effectively between indoor and outdoor activities.

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

Staff understand their roles fully and work well together as a team. They use the guidance of external agencies sensibly, such as the local authority and the Mudiad Meithrin. The leader and staff 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 adequately and gives appropriate consideration to legislation and its management systems meet the requirements. However, the contribution of the management committee is developing and is a

target for improvement for the setting. The setting gives good consideration to national priorities.

Improving quality: Good

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

The setting self-evaluates effectively. It ensures effective links between the self-evaluation and targets in the development plan. There is sound evidence of helpful evaluations from all who are connected to the setting, such as parents and external agencies. Appropriate targets include developing provision for information technology, developing the outdoor area and improving the role of the management committee.

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 staff 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 the Mudiad Meithrin, the local authority and the health visitor is good and helps the setting to progress.

Resource management: Good

Leadership is good. Resources are managed well to support learning and improvement at the setting. The leader and staff ensure that the setting has sufficient human resources with appropriate qualifications and training. Staff are used effectively to deliver the curriculum and support children's learning. Staff work together effectively to improve children's achievements.

Resources are of good quality and are accessible to children. Staff make good use of the building and the outdoor area to provide a range of effective learning experiences. The provision and enthusiasm of the leadership means that the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 2

Reporting inspector

Mr 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	<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>

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.