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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Cemaes
Ysgol Gynradd Cemaes
Cemaes
Isle of Anglesey
LL67 0LB**

Date of inspection: October 2012

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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About the cylch

Cylch Meithrin Cemaes is a Welsh medium cylch based in Ysgol Gynradd Cemaes, Cemaes, Isle of Anglesey. All the children attending the cylch come from the village and the surrounding area. The area is recognised as neither privileged nor socially or economically disadvantaged.

The cylch has been located in a classroom in the school since 2003. The cylch shares the classroom and the outdoor area with the school.

The cylch reports that nearly all children come from homes where English is spoken. The children represent the full range of ability and the cylch accepts children with additional learning needs.

No children in the current group are recognised as having additional learning needs. The cylch has received assistance from outside agencies to support children that have additional needs in the past. No children attending at present are from an ethnic minority background and no children come from socially disadvantaged homes.

The cylch is registered with the Care and Social Services Inspectorate Wales for a maximum of 17 children and it accepts children from two and a half years old. There are currently 18 children attending the cylch at different times during the week. Two of these are three years old. The Mudiad Meithrin and the local authority support the cylch.

The leader has been in post since 2006. One member of staff assists the leader on a full time basis and two are part-time. All the staff are suitably qualified to complete their duties.

An informative booklet provides parents and carers with details of the cylch. Parents and carers bring their children into the cylch and this provides for a meeting with the staff if needed. The cylch is open between 8.50am and 11.20am from Monday to Thursday.

The management committee oversees the work of the cylch.

The cylch was last inspected by the Care and Social Services Inspectorate Wales in 2010. Estyn inspected the cylch in 2006.

Summary

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

Current performance

The current performance of the cylch is good because:

- the learning experiences are planned well;
- all the children are supported well and benefit from a balanced and interesting curriculum;
- the teaching is effective and concentrates well on Foundation Phase outcomes;
- good resources are available, which includes appropriate equipment in the outdoor area;
- most adults speak Welsh well, which has a positive effect on how the children learn the language;
- there is a good relationship between adults and children;
- there is good co-operation with the school that shares the site; and
- the staff work effectively together, which contributes purposefully to the success of the cylch.

Prospects for improvement

The prospects for improvement are good because:

- changes and developments over time show that the cylch has a good record of improving for the sake of the children;
- the whole staff have a positive and active attitude towards development and training;
- good support links are used consistently and sensibly to target the needs of the cylch; and
- the learning environment is used effectively.

However:

- the self-evaluation system is very new and the process does not lead directly and effectively towards the targets in the development plan.

Recommendations

In order to improve, the cylch needs to:

- R1 challenge individual children according to their abilities;
- R2 allow every child enough time to solve tasks independently;
- R3 ensure that daily assessments lead directly to individual children's targets; and
- R4 develop the self-evaluation systems to ensure that they lead and correspond appropriately with the development plan's targets.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

Wellbeing: Not applicable

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

The curriculum is planned well to meet the philosophy of the Foundation Phase curriculum and to achieve the identified outcomes of children's learning. The curriculum builds effectively on children's previous knowledge and experiences and incorporates interesting opportunities for the development of skills across the curriculum. Time is set aside at the beginning of every week for the staff to meet to plan the curriculum. This provides the children with useful and purposeful activities. The curriculum is flexible, appropriate and linked to the children's interests.

Appropriate opportunities are incorporated into the day-to-day working of the cylch for children to develop their self-confidence and to become independent learners. Whilst specific activities are planned, the children have the freedom to select their own tasks and activities.

Good opportunities are provided for children to develop their basic and key skills of literacy, numeracy, knowledge and understanding of the world, physical development and creativity. Welsh is the natural language of nearly all adults and they communicate effectively with the children in Welsh.

The provision for developing the children's information technology skills is good. The staff direct the children consistently towards the use of technological resources like the computer and the interactive whiteboard. The children have many opportunities to develop their thinking skills through challenging activities like styling each other's hair, experimenting with water and creating letters in the sand.

The traditions and celebrations of the culture of Wales are given due emphasis, like the celebration of St. David's Day and Saint Dwynwen. Good opportunities are also provided for children to acquire knowledge and understanding of other cultures and traditions, such as during the study of the Chinese New Year and Diwali. Such activities help the children to develop a good understanding of the wider world. The activities improve their awareness effectively of age appropriate global citizenship.

All children have good opportunities to grow flowers and vegetables in the school's garden and in the flower growing areas on the edges of the outdoor area. There are good opportunities available for all children to recycle paper and waste food. This begins their understanding of plant growth and sustainability effectively.

Teaching: Good

The staff have a good, practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a very positive relationship between all the staff and the children. The staff have an active role in planning the curriculum and the best use is made of their expertise. However, not all staff challenge the children according to their abilities on every occasion, particularly when they are mark making and experimenting with their early writing.

The system of sharing responsibilities is established, which means that the staff work together effectively and share information about children regularly. There is a good balance between adult directed and child selected activities, both indoors and out of doors. All children are free to select from either independent or adult led activities. However, the staff interfere too much at times and they do not allow enough time for every child to solve tasks independently.

The staff model language effectively to the children's development levels and use questioning well to develop the children's thinking and communication skills. The staff encourage the children to evaluate when they discuss a story and role-play. The standard of the staff's Welsh is good when compared to the needs of the cylch. The staff provide an interesting environment that ensures successfully every child's involvement and enjoyment. They are very positive when the children arrive and they continue with this enthusiasm throughout the session.

On the whole, assessment procedures and the recording of children's achievements are completed efficiently. Assessments are in place and are completed efficiently. However, the daily assessments do not lead, with enough detail, directly to individual children's targets.

Parents and carers are informed well about their children's achievements. The information is available for them at any time.

Care, support and guidance: Good

The cylch's provision for ensuring children's health and wellbeing is good. The interesting curriculum develops and extends the children's experiences effectively. This includes visitors from the community like the nurse, firemen, the coastguard and a mother with her baby. The cylch also visits the community regularly through visits to the seaside, the library, local shops and nearby businesses to see Father Christmas.

Follow-up work in the classroom shows the wide range of experiences that arise from their activities. Visits to the community and visitors to the cylch develop the children's knowledge and understanding of their own community effectively.

The cylch's provision for ensuring children's spiritual, moral, social and cultural development is good. Values, such as honesty, fairness, respect and an understanding of what is right and wrong, are fostered through the day-to-day activities and accepted without question. The children have good opportunities to reflect, discuss feelings, say thank you and pray. This is clear when they share the big toys and take their turn sensibly on the slide in the outdoor area.

The cultural provision is good. This incorporates Welsh customs and traditions and it extends to other cultures when the children celebrate the Chinese New Year and Diwali.

The good provision emphasises the social norms of living together, sharing and accepting the views of others and being members of a community. It creates effective opportunities to accept specific responsibilities, like tidying resources and equipment and preparing drinks and milk for others. The cylch is an organised unit, where children are encouraged to value each other and in turn, they are very much valued by the staff.

The cylch's arrangements for safeguarding children meet requirements and give no cause for concern.

The cylch is secure, where the doors are locked and only opened by a member of staff, consequently, no one can enter or a child leave unaccompanied. The classroom and its outdoor area is surrounded by the building and a gate that is within the school's boundary. The gate between the school's fields and the cylch's outside area is locked before the start of the session. Good care is taken when children are being collected to ensure they are in the care of their parents or of a known carer.

Regular reviews of children's progress ensure that individuals suspected of requiring additional help, either academically or physically, is noted and the staff discuss these with the appropriate agencies. Therefore, their progress is monitored closely. The leader is the additional learning needs co-ordinator. She is familiar with the necessary procedures for supporting children with special needs. In the past, external agencies have been used effectively to target specific children and support has been provided for them according to their needs. At present, no children have additional learning needs.

Learning environment: Good

The cylch, through the day-to-day activities and the approach adopted by the staff promotes a positive ethos. Staff know the children well and their individuality is recognised, especially on a social level. All children have equal access to an interesting curriculum, which is supported by an useful outside area, where there are good opportunities to paint hands and water seeds.

The homely atmosphere and the friendship of the staff ensures that a tolerant attitude pervades the cylch. The cylch employs positive behaviour strategies that successfully eliminate any form of harassment or oppressive behaviour.

The cylch's staff are well qualified and have good experience and there exists a very favourable adult to child ratio. Staff expertise is used well both in planning with each

other and when supervising activities inside and outside. The cylch uses its resources well to meet the requirements of the Foundation Phase curriculum and the needs of the children. The resources are accessible to the children, which promotes the children's sense of independence and responsibility. The resources are shared well between continuous activities and focus tasks.

The local environment is used effectively through visits to nearby businesses and the local area. This contributes well to children's understanding of the world around them.

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

The staff understand their roles and responsibilities in full and work together well as a team, sharing values, aims and objectives. The leader involves the staff in the planning and they accept appropriate advice from outside agencies like the Mudiad Meithrin and the local authority. This practice ensures the best use of their expertise. The leader contributes actively through giving clear directions and by accepting advice when needed. This commitment leads to an effective sense of purpose to the work of the cylch.

The development plan notes appropriately what needs to be done in order for the cylch to improve. However, even though the targets in the strategic planning have a positive effect through creating improvements, the targets do not correspond with the comments in the self-evaluation report.

The leadership and staff are focused well on children's needs and the cylch successfully achieves this aim in practice. The staff receive relevant and appropriate training, which impacts well on the quality of provision.

Effective links with the parents and carers are in place. They are kept well informed of their children's achievements and progress. This helps them to support their children's learning.

There is a well-established management structure in place with a clear definition of duties. The management committee leads effectively and takes good account of legislation. Their management systems meet legal requirements in full. The management committee ensures that staff training is high on its agenda and it concentrates on improving provision.

The cylch has taken good account of national priorities, including implementing the Foundation Phase curriculum. It also makes good use of opportunities to work with the school, the Mudiad Meithrin and the local authority to ensure effective links.

Improving quality: Adequate

The cylch's process of self-evaluation is very new. Currently, the process does not note development areas effectively in order to create relevant targets in the

development plan. They include opportunities to develop Welsh, to develop the outside area and to develop numeracy activities and mark making.

Even though areas for improvement are identified effectively in the development plan, there are no specific references made to them in the self-evaluation. The leader and management committee discuss the development plan confidently, however, they are not clear about the process that they used to arrive at their targets. Therefore, the targets for improvement are not prioritised effectively. The process includes new practices that are beginning to succeed. By now, the processes have good features, which outweigh areas for improvement.

The staff make good use of training opportunities and professional learning experiences, which include vocational qualifications and joint training with the school. This impacts positively on the children's learning and wellbeing.

Partnership working: Good

Parents, in the questionnaire replies, comments and during discussions, express their total satisfaction with the cylch and appreciate very much the standards of care and the quality of education available. They appreciate the open door policy and the opportunities they have to meet staff on a daily basis.

By the time the children leave the cylch, parents feel that they are well prepared for the next stage in their education in the school that shares the building and the site. The links between the cylch and the school are good.

The links and support provided by the Mudiad Meithrin and the local authority are good and regular reports are available of beneficial visits and discussions. The advice and suggestions support the cylch in moving forward and contribute to the good provision.

Resource management: Good

The cylch's staff teach well and work together effectively. The management committee is supportive and allocates money for important needs like human resources and useful equipment. The resources are also accessible to the children, which encourages independence and has a positive impact on their learning.

The cylch uses the building and the outdoor area effectively and provides interesting experiences, which are planned well. The leader leads effectively and uses support agencies and the management committee purposefully for the sake of the children. When considering the provision for the children and the general quality of the leadership; the cylch provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received.

Responses to discussions with children

Nearly all children are happy in the cylch. Their enthusiasm is evident when they arrive and meet with their peers. Nearly all of them are self-confident from knowing that they are supported well and that they are provided with interesting tasks.

Appendix 2

The 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>

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.