



**A report on**

**Cylch Meithrin Coedpoeth  
Ysgol Bryn Tabor  
Coedpoeth  
Wrexham  
LL11 3RU**

**Date of inspection: January 2013**

**by**

**Nicholas Jones  
Reporting Inspector**

**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:

<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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**Publication date: 20/02/2013**

## About the cylch

Cylch Meithrin Coedpoeth is a Welsh medium cylch based in Ysgol Bryn Tabor, Coedpoeth, Wrexham. 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 2006 and it has sole use of a specified classroom and its outdoor area.

The cylch reports that many 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 20 children and it accepts children from two and a half years old. There are currently 19 children attending the cylch at different times during the week. Eleven of these are three years old. The Mudiad Meithrin and the local authority support the cylch.

The leader has been in post since 2009. One member of staff assists the leader on a full time basis and two are part-time. Three of the staff are suitably qualified and one is currently being trained.

An informative booklet provides parents and carers with relevant 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 11.00am from Monday to Friday.

The management committee oversees the work of the cylch.

The cylch was last inspected by the Care and Social Services Inspectorate Wales in 2012. Estyn has not inspected the cylch previously.

## Summary

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

### Current performance

The current performance of the cylch is good because:

- nearly all children show progress and achieve well in all areas of learning;
- nearly all children enjoy learning and have positive attitudes to learning;
- nearly all children behave responsibly;
- learning experiences are planned well;
- all children are supported well and benefit from a broad, balanced and interesting curriculum;
- the teaching is effective and concentrates well on Foundation Phase outcomes;
- good resources are available;
- the leadership and management are good;
- there is a very good relationship between adults and children;
- there is a good relationship and 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:

- the leader and staff provide a clear direction for the work of the cylch;
- changes and developments over time show that the cylch has a good record of improving for the sake of the children;
- the self-evaluation systems are effective and correspond appropriately with clear targets in the purposeful development plan;
- the whole staff have a positive and active attitude towards development and training;
- good support links are used consistently and sensibly;
- the management committee is active and supportive; and
- the learning environment is stimulating.

## Recommendations

In order to improve, the cylch needs to:

- R1 develop the children's independent skills;
- R2 challenge individual children according to their abilities; and
- R3 provide better opportunities for the children to visit and learn about their community.

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The entry standards of nearly all children are good. Nearly all children achieve good standards and make good progress in all areas of learning considering their starting points. There is no significant difference in the standards of different groups of children in the cylch.

Nearly all children make positive progress in developing their literacy skills in the Welsh language. Very few children are reluctant to use the language and nearly all children have a good understanding of the language. Nearly all the children have good listening skills. This is reflected when they sit and listen attentively to a story, when they consider their snacks and discuss the weather. Nearly all the children enjoy listening to a story and many children are eager to contribute to what is read to them.

Most children answer questions enthusiastically, which illustrates clearly their developing understanding of the language. Most children respond sensibly to group discussions and count confidently with each other and adults. Very few children are shy when responding. Another good feature of their developing competence is that they respond with very little prompting to colours and numbers. Good examples of this are seen when the children discuss shapes in the outdoor area and a bear's clothes when they use the computer.

The majority of children choose to look at books independently. They hold books appropriately and study the pictures with interest. They recognise the main characters in a story and discuss the content of a story intelligently.

Most children are beginning to develop their writing skills. They understand the purpose of writing through practical tasks when they paint and create patterns with chalk. Nearly all children are developing their numeracy skills well through the practical use of number, using mathematical language such as 'smaller than' and 'larger than', 'up' and 'down', 'long' and 'short' and through using shapes. Nearly all children can group objects of different types correctly, particularly by colour.

Nearly all children are fully engaged in every activity and concentrate and persevere for significant periods of time. However, they do not make decisions and work independently consistently well and they are over dependent on adults for guidance. Many children use electronic equipment effectively. They use the computer with confidence through controlling the necessary equipment. Most children are developing effectively a store of Welsh songs and nursery rhymes.

#### Wellbeing: Good

Nearly all children, relative to their age, have a good understanding of how they can keep healthy. They know, for example, when they need to wash their hands and do so with little prompting. Nearly all children have the good knowledge that a healthy

diet incorporates fruit and vegetables.

Nearly all the children's attitude to learning is good. They show interest in their work and in the activities planned for them inside the classroom and in the outdoor area. Nearly all children sustain good concentration for significant periods of time. This is seen when they listen attentively to a story and persevere with outdoor activities. However, most of the children do not make totally independent decisions and they wait for guidance from the staff during tasks.

Nearly all children relate very well to each other, to adults and visitors. They are courteous, considerate and willing to share resources. They take their turn well as they wear their coats to leave the building and when they line up to wash their hands. Nearly all children take a full part in the life and activities of the cylch through offering suggestions. They have worthwhile opportunities to suggest their own ideas and these are, when possible, incorporated into the children's tasks and activities to stimulate the children further.

Nearly all the children are happy and feel that they are well cared for and free from any form of harassment.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **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, apart from the children's independent skills. 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. However, appropriate opportunities are not incorporated into the day-to-day working of the cylch for children to develop as independent learners.

Specific activities and tasks are planned well and the children have the freedom to select their own tasks and activities. However, interference from adults makes most children over dependent on adult guidance. 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. Most adults communicate effectively with the children in Welsh.

The interesting curriculum develops and extends the children's experiences effectively. This includes visitors from the community like the nurse, the police, road safety officers, the dentist and the ambulance service. However, the cylch does not visit the community regularly. Therefore, even though visitors to the cylch develop the children's knowledge and understanding of the people of their community, the children do not have opportunities to see their own community enough and these visitors involved actively in the world around them.

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. The children have many opportunities to develop their thinking skills through activities like experimenting with water, creating numbers and shapes with dough and discussing the weather in the outdoor area.

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. 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 cylch's garden. There are good opportunities available for all children to recycle plastic bottles. 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 respond in Welsh to the adult's questioning.

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 the children to develop their independent skills successfully.

The staff model language effectively to the children's development levels 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 staff provide an interesting environment that ensures successfully every child's involvement and enjoyment.

On the whole, assessment procedures and the recording of children's achievements are completed effectively. Assessments are in place and are completed efficiently. The daily assessments lead directly to individual children's targets. Parents and carers are informed well about their children's achievements and 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 cylch's provision for ensuring children's spiritual, moral, social and cultural development is good. Values, such as honesty, fairness and respect 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 equipment in the role-play area.



Effective opportunities are provided to accept specific responsibilities, like spreading butter and preparing drinks for others. The 'helpwr y bore' system focuses on individuals' self esteem effectively. 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 closed 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 within the school's boundary and is secure. 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. The leader is the additional learning needs co-ordinator. She is familiar with the necessary procedures for supporting children with special 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. All children have equal access to an interesting curriculum, which is supported by a useful outside area. The cylch employs positive behaviour strategies that successfully eliminate any form of harassment or oppressive behaviour.

The cylch's staff have suitable qualifications and good experience and there is 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 responsibility well. The resources are shared well between continuous activities, enrichment activities and focus tasks.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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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. The strategic planning has a positive effect through creating improvements and the targets correspond appropriately with the comments in the

self-evaluation report. The leadership and staff focus 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.

The management committee leads effectively and takes good account of legislation. Their management systems meet the requirements in full. 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: Good**

The cylch self-evaluates well and ensures effectively that the self-evaluation corresponds with the development plan's targets. They identify areas for improvement and implement them against timelines and specific responsibilities for the benefit of the children. These include developing further the links with the school, improving the general standards of Welsh, developing the children's independent skills and to continue to develop professionally through purposeful courses and training.

The areas for improvement are targeted effectively and concisely against relevant success criteria in the cylch's development plans. The development plans are given effective priority in the development of the cylch by the staff, the local authority, the Mudiad Meithrin and the management committee. Staff make good use of training opportunities and professional learning experiences. This impacts positively on children's learning and wellbeing.

### **Partnership working: Good**

There are effective links with parents and carers. They are kept well informed of their children's achievements and progress. This helps them to support their children's learning. The parents, in the questionnaire replies and during discussions, express their satisfaction with the cylch and appreciate 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 there are regular and detailed reports 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 efficiently. The management committee is supportive and allocates money for important needs like human resources and useful equipment. The resources are accessible to the children, which 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 children's achievements and progress from their starting points, 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. The enthusiasm of nearly all the children 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](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>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings, which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<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.